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ABSTRACT

This syllabus outlines the structure, objectives, and lesson plans for Child Development 101, a twelve-week course on child study and observation offered at Chaffey Community College. A statement of the educational philosophy upon which the course was developed precedes a list of course objectives, competencies, and the grading system. The bulk of the syllabus is devoted to a week by week outline of the lesson plan which includes lectures on (1) an introduction to child study, (2) participant observation, (3) learning how to observe, (4) introduction to children's play and the use of running records, (5) observing intellectual development and the use of anecdotal notes, (6) interviewing and the observation of physical development, (7) observing social development and the use of time sampling, (8) observing emotional development and the use of event sampling, (9) writing a child study paper, and (10) using this paper as a means towards individualized instruction. The syllabus calls for an evaluation session during the last week of the course, and concludes with a bibliography, a list of needed materials, and two sample child study papers. (JP)

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CHILD STUDY AND OBSERVATION

CHILD DEVELOPMENT 101

CHAFFEY COMMUNITY COLLEGE

ALTA LOMA, CALIFORNIA

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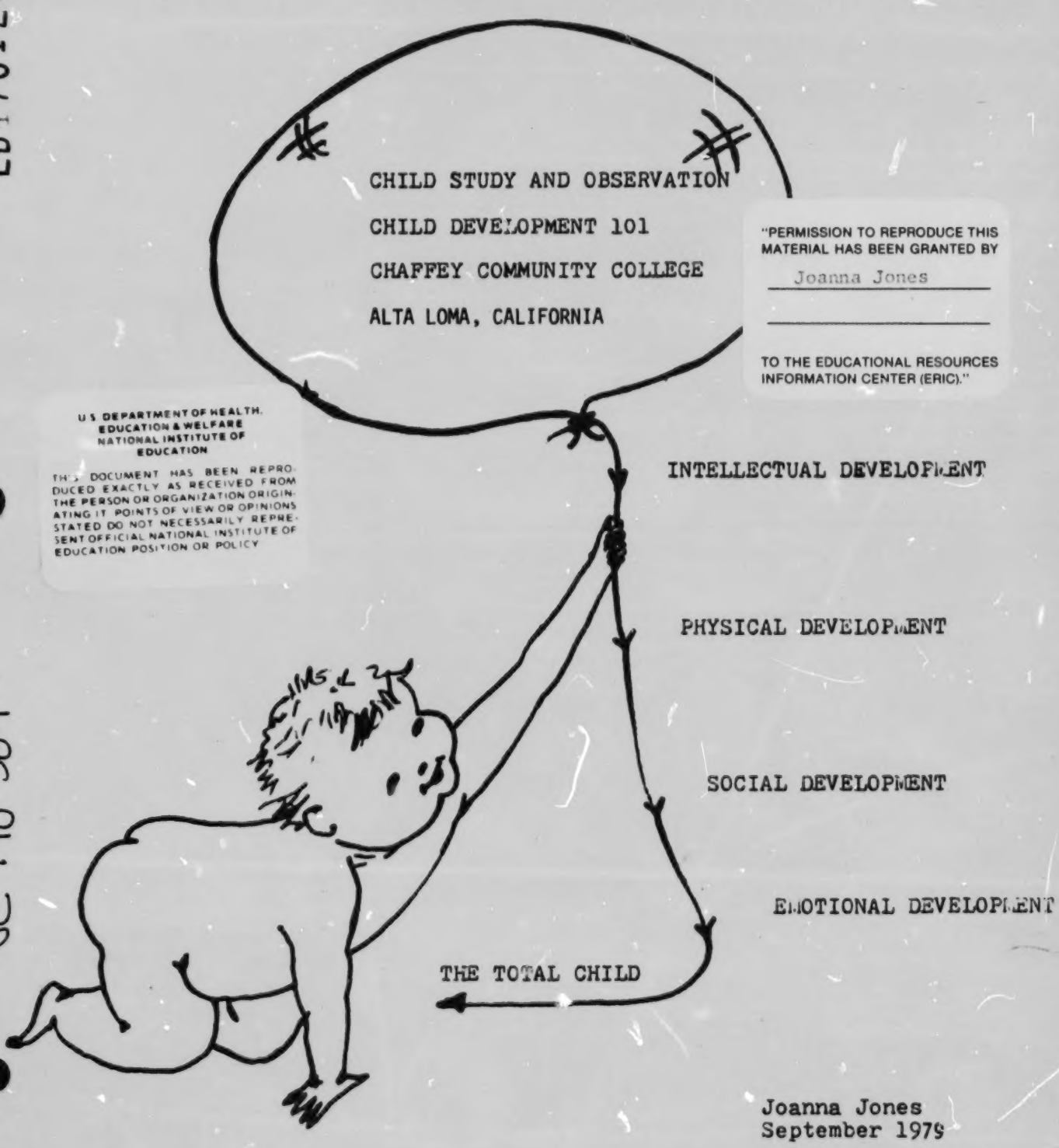

Joanna Jones
September 1979

JC 790 584

NOTE FOR EARLY CHILDHOOD EDUCATORS

At Chaffey College I am attempting to meet the varied needs of students enrolled in Child Development by organizing a class in which students can choose between class attendance or independent study. Not all students are able to learn well in a classroom; some do better in an independent study situation. Research is needed to determine whether the independent study approach is effective in this instance. This class is part of that research, and was made possible by an innovative teaching grant from the Office of Education, Sacramento, California.

The following syllabus presents the materials used for the class, and will be used by both types of students. The syllabus will also be made available for anyone in the Child Development field who is interested in developing a community college course on Child Study and Observation. This course has evolved from my observations, experiences, and interests in the area of child development, and the content has been influenced by my doctoral research on the child study paper.

Obviously, there is too much material here to cover adequately in one twelve week course. These materials are included because I pick and choose experiences, lectures, activities, et cetera, to meet the needs of a particular group of students at a specific time and place. Sometimes I choose activities as the spirit moves me. We might go through one entire lesson plan one week and then the next week plan activities related to the material covered. Or we might spend the entire class time exploring or reviewing one single concept. Each class is different. Students have reported that having all this material available to them is very helpful, especially if they need to be absent. My method of teaching is rather like a smorgasbord: an enormous amount and variety of items to choose from. It is left to the student to choose the learning style which suits him or her best. Among the several alternatives are

1. Attendance in class with an instructor guiding sessions and choice of learning experiences.

2. Independent study in a learning center where students can get help and credit with their course skills.

3. Independent study in a children's center where the staff of the children's center supervises the students' work and the contact with children is maximized.

4. Individualized instruction where the student, using the course guidelines in conjunction with the instructor, can organize his own preferred learning style.

One other combination can be considered for this class. For students who wish to have a laboratory experience but not do the independent study, this course can be organized with three hours of class and three hours of lab for the same four quarter units. The lab each week might include

½ hour observation
1 hour weekly assignments
1 hour participation in class
½ hour conferences

Teaching is important to me; helping students learn how to teach young children is my life's work. Over the years I have learned two important things: one is that there are many approaches to teaching--and mine is only one; the other is that information is obsolete almost as soon as it is published. This means that one must constantly engage in new research and read the research of others. This syllabus is a guide for me--and I hope it can serve as a guide for other teachers as well. But as I continue to learn, and grow, and gain new insights, I know that my own teaching methods and approaches will change, and so will this material. This is as it should be.

If I can clarify anything for the reader, please get in touch with me at Chaffey College.

This syllabus is one approach toward helping students learn observation techniques. The course content has been influenced by many educators in the field; their names and works will be found in the bibliography. But many others have contributed to this work as well. I have gathered materials in many places. If I have not made proper reference to those sources it has not been intentional. After using materials that have been integrated into a course it is difficult to remember what has been borrowed, loaned, or discovered. Pat Mohr contributed ideas and handouts. Jan Movey and Holly Wallen contributed to the editing and format. Peggy Boucher read the materials for clarity from a student's point of view.

One of the major contributors is Susan Kerr, a Child Development instructor at Chaffey College, who assisted in the organization of this work and has contributed much of the material, course content, and lectures.

My husband engineered the "luv bats." Observation notes were written by students. All the children's names and the writers have been changed to protect their identities. A special thank-you to those students who have let me edit and use their materials: Margie Bailey, Peggy Boucher, Lenore Coale, Mary Henry, Elsie Herman, Becky Jackson, Lucy Mullins, Sharon Shane, Helen Sheppard, and Patricia Smoll.

In order to teach effectively, a support system is imperative. The Creative Arts Office is such a support system. Holly Wallen's help makes me a good teacher, and Ann Plump has spent hours assisting me. Pat Mohr, Children's Center Director, and Jan Movey, Coordinator of Home, Family, and Consumer Affairs have been very supportive and influential.

And a last and most important thank-you to all my students who have been so patient and responsive.

Joanna

PREFACE FOR STUDENTS

Hi:

You have chosen to learn more about young children. At least, this is my assumption since you have enrolled in this class and you are beginning to read and use this notebook.

Teaching is rewarding; not because you'll make a lot of money, but because it is the chance to help a child learn, and by doing so you will learn also. However, the younger the child you teach the more you need to know. The more you know the easier it is to teach.

This class, Child Development 101 - Child Study and Observation will help you learn how to observe children, how to begin to understand the child's behavior, what skills you need to learn, and how to apply this information to a classroom situation.

How much you learn depends upon you. I hope this notebook (syllabus) will be helpful. All of the lectures, lesson plans, activities, and assignments are included. This course has been planned with various teaching methods in mind. We will spend much of our class time involved in activities and discussions, The lecture material can and should be read between sessions,

A student wishing to individualize instruction or to do an independent study can do so by discussing this with me. My personal belief is that the interaction between you and me and the rest of the class is invaluable. If there is anything that you don't understand, or need clarified, let me know. Also let me know what you think of each week's lessons or the course content. You will find that everything is detailed but that we won't always get to all the material each week. This notebook will be used as a guideline to meet the needs of the specific students in each class. Being flexible is one of the first characteristics that a teacher needs to develop.

No one can flunk this class unless you do absolutely nothing. My dearest professor, Dr. Armstrong, once said to me, "Any way you learn is acceptable." Let's learn together.

Love

Joanna

COURSE ORGANIZATION

Introduction:

I like to get acquainted before I share with you what I have planned. I'm always scared my first week of classes. Will you like me? Will I forget what to say? There's so much to do that very first week that I'm also tired. Reluctantly we all come back to school, but with a sense of excitement and anticipation -- and hesitancy. These are called ambivalent feelings. Are you nervous also? Most students are. Take one minute to fill out the questionnaire on page v. This way we won't forget and when I go home tonight I can read these papers. Take time to tell me something about yourself on the back of this questionnaire.

CHILD DEVELOPMENT INFORMATION SHEET

DAY _____
AFT _____
EVE _____

NAME _____ ARE YOU WORKING ?

Yes _____
No _____

ADDRESS _____ _____
(City) (Zip) (Telephone)

Alta Loma _____
Chino _____
Corona _____
Claremont _____
Cucamonga _____
Etiwanda _____
Fontana _____
Montclair _____
Norco _____
Ontario _____
Pomona _____
Upland _____
Other _____

Children's Center on Campus _____
Preschool _____
Elementary Classroom _____
Babysitting _____
Business _____
Other (write in) _____

MAJOR: (please check)

Child Development:
General: _____
Nursery School Teaching _____
Foster Care _____
Teacher Assisting _____

AA DEGREE:
Yes _____
No _____

CERTIFICATE: (please check)

Nursery School Teaching _____
Foster Care _____
Teacher Assisting _____
Director _____
Human Services _____

DO YOU PLAN TO TRANSFER TO A FOUR YEAR COLLEGE ?

Yes _____
No _____

WHAT SCHOOL DO YOU PLAN TO TRANSFER TO ?

Cal Poly _____
Cal State SB _____
Cal State Fullerton _____
La Verne _____
Cal State LA _____
P.O. _____
U.C. Riverside _____
Other _____

DO YOU WANT MORE COUNSELING ?

Yes _____
No _____

WHAT IS YOUR CAREER GOAL:

_____

_____

WHAT IS THE BEST FEATURE OF THE CHILD DEVELOPMENT PROGRAM ?

WHAT PART OF THE CHILD DEVELOPMENT PROGRAM NEEDS IMPROVEMENT ?

OTHER COMMENTS (please use the back of page)
Also describe your previous experience with children

v

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INTRODUCTION TO THE COURSE

For me, it is important to know the educational philosophy of my instructors. This introduction is written to share with you, the student-reader, some of my positions on teaching and education. Read this introduction if you feel so inclined. I tend to preach a little and it is based on personal biases.

Living in the world today demands learning skills and techniques in many areas of study. Knowledge, complex and vast, is needed to survive in a modern technological society. Although the ancient wisdom of the ages is still the basic foundation for learning, research has uncovered ideas and facts never before imagined. Theories based on additional information concerning humans and their environment are numerous. Many human beings are confused and lonely. Education seeks to organize, analyze, support and make sense out of the knowledge already in existence and allow for new discoveries.

Glasser states emphatically that, "Too many students fail in school today. The rest are hampered by the intense pressure to succeed in schools where even many serious and qualified students do badly." (Glasser, Schools Without Failure, p. 25.) I'm not in complete agreement with Dr. Glasser's suggestions and organization of his perceptions of reality; however, I agree that the majority of schools have failed children.

The emphasis emerging in educational trends is to individualize and personalize instruction. Interpretations of this method of teaching are left to the individual's frame of reference. Joyce and Weil state that:

". . . educational procedures are generated from general views about human nature and about the kinds of goals and environments that enhance human beings. Because of their frames of reference--their views of man and what he should become--educators are likely to focus on specific kinds of learning outcomes and to form certain ways of creating educational environments." (Joyce and Weil, Models of Teaching, p. 5.)

I like that statement and their book, Models of Teaching, really excites me. I believe that how one perceives human nature determines One's own personal educational philosophy and from that basic belief, like spokes of a wheel, techniques, skills, ideas, perceptions, theories, choices of environment, values, and activities are all encased within the wheel's rim, as is one's personal philosophy of living. Education, then, is now one learns about living, which includes every experience in life.

The most important idea learned in my educational experiences is that the child must be viewed as a total person. At times this goal cannot be accomplished and only one aspect of the child's personal growth can be nurtured at one time; however, the nurturing person must keep in mind the entire personality of the child, which includes intellectual, emotional, social and physical growth.

Bovey and Fryer state this beautifully in regard to reading, but I would apply these ideas to all curriculum areas:

A personalized reading program is built upon the basic premise that children have a natural desire to learn and to seek competency. It is more than just a method of teaching in a set of techniques--it is a way of thinking about children. A teacher must feel comfortable with children moving around, talking, making choices, searching for answers, enjoying themselves, taking some responsibility for their learning, sharing in the planning and maintenance of the classroom environment; in essence, moving towards becoming independent, interested and interesting people. (Bovey and Fryer, Personalized Reading, p. 1.)

The responsive environment program at the Far West Laboratory for Educational Research in San Francisco built a model program around these basic premises:

1. Children want to learn.
2. Young children are curious.
3. Children will eventually want to be with other children in groups.
4. Children should do something for the sheer joy of the activity.
5. Children should discover ideas for themselves rather than be told.

To these basic premises I have added a sixth:

6. Teachers do not "teach," but rather facilitate the child's teaching of himself.

Perhaps Carl Rogers' nondirect therapy approach has directly influenced this last assumption.

A second vital learning that I have encountered is that theories, authorities and general knowledge are very important in understanding children; however, without actually relating through interpersonal relationships with a young child, theories and books will not teach a person how to teach. On the other hand, just relating to young children also will not teach anyone to teach.

In my teaching experience I have personally observed that teachers, paraprofessionals and others who work with young children can be placed along a continuum. On one extreme there have been students who seem to feel that since they had been children or were parents that they know all about young children based on their own experiences and beliefs. At the other extreme there have been students who believed that research or academic knowledge could be applied to all classrooms and children. This controversy became very apparent to me in my Head Start experience, where teachers and aides were recruited from the neighborhood.

I also have seen teachers who teach with a natural instinct for the feelings and growth of a young child. Some of these teachers have never had a formal education beyond high school, while others range from B.A. to Ph.D. study. It also seems that many teachers who have worked in the traditional nursery school settings are unable to communicate academically why they have chosen a particular activity or set up a particular environment.

If I were to pursue this area of categorizing, a research design would need to be developed and a hypothesis formulated and tested, in order to prove validity. These ideas are based on experience, observation and educational background.

In a conversation with Dr. Dolores Cross (Claremont Graduate School, August, 1974) she verbally shared with me a research design she had tested in ten different elementary schools. One finding reported was that teachers set up environments not necessarily with children in mind but out of their own personal insecurities they identified children who had potential problems from their own particular frame of reference. Jules Henry (Jules Henry, The Witch Hunt Syndrome) discovered that teachers very often were consciously unaware of their measured behavior. They could state goals, but often did not behave verbally or physically in cooperation with the goal in mind.

As I learn more about young children and relate to them, and as I discover the inner child of my own being (Misseldine, Your Child of the Inner Past), the overall feeling I have is one of mystery and awe. I feel a sense of reverence for life and a feeling of helplessness such as I felt riding at Disneyland on a shrinking machine which journeys into the nucleus of a snowflake. The illusion is that one becomes smaller and smaller as the universe becomes more and more vast. Child study, like a child's toy kaleidoscope, rapidly changes colors and shapes before one's eyes, each pattern producing a breathtaking response to the rotations. There is a growing body of knowledge concerning child study, but the knowledge still to be uncovered is almost unbelievable.

In Dr. Donald McNassor's class (Claremont Graduate School, Spring, 1974), John Boehon made the statement that students have not learned how to see. It is no wonder that we do not learn how to see, for there is no one who can take time to show us; and as the images of a child flash across life's screen, only moments and glimpses of reality can be captured. Some of the reality as we study children comes from within the perceptions of the observed and the other comes from the observations that can be observed by more than one person, who together categorize, analyze, and agree upon what is seen. Techniques and tools can help to channel a young child's constant motion into creative action and also help the observer understand the processes of child growth and development.

Perhaps the oldest tool in child study is the use of introspection. Everyone was a child, and this makes us an expert on only one child--that child still within us. Misseldine points this out with the theories in his book, Your Child of the Inner Past. Transactional analysis theories use the child as just one aspect which remains in the adult personality. Somehow this child, until faced, prevents people from dealing objectively with real children.

We may believe in theory, but the older we become the more we seem to treat children as we were treated in our growing-up years, totally unaware that our beliefs do not match our actions. Unless attitudes and behavior are changed, actions seem to belie unconscious philosophy.

All the research tools and knowledge in the world do not seem to help us see reality. John Goodlad's expose, Behind the Classroom Door, also points out this dichotomy between theory and practice.

COURSE ORGANIZATION

COURSE DESCRIPTION

This course presents an introduction to current ways of studying young children. It will cover how to observe and record children's behavior using various scientific techniques and specific evaluation tools. The class meets four hours per week and is worth four quarter units. This course meets transfer requirements for upper division child development majors. It is a required course for the Chaffey College Child Development Major and a recommended course for the Children's Center permit.

COURSE OBJECTIVES

This course will teach how to

1. Observe through naturalistic child study observation, using
   a. running records (also known as specimen and narrative records)
   b. anecdotal notes
   c. time sampling
   d. event sampling
2. Write observation notes.
3. Distinguish between an objective and subjective statement.
4. Do a child study paper.
5. View the child as a total person through
   a. play
   b. intellectual development
   c. physical development
   d. social development
   e. emotional development
6. Identify if judgments are based on scientific study or emotional reactions.
7. Identify emotions in connection with what is observed.
8. Apply knowledge to a classroom situation.
9. Become involved in their own learning.

COURSE COMPETENCIES

When this course is finished you should be able to

1. Give the definitions for a running record, anecdotal note, event sampling and time sampling.

2. Describe, for each type of observation, when it can be used and why it is used.

3. State the limitations for each type of observation.

4. Define the difference between objective and subjective.

5. Distinguish between an objective or a subjective statement.

6. Write a child study paper as defined by the instructor or choose to do a paper on several children.

7. Define the difference between judgments based on scientific study or emotional reactions.

8. Identify what is an emotional reaction or a scientific theory.

9. Write one lesson plan for a specific child.

10. Pass a written exam with an eighty percent score or better.

TEXTBOOKS

The notebook (syllabus) written for the course is the major textbook. I recommend highly buying one or both of the following books:

Cohen, D.H. and Stern, V. Observing and Recording the Behavior of Young Children NY: Teacher's College Press, 1975

Medinuus, Gene R. Child Study and Observation Guide NY: John Wiley and Sons, Inc. 1976.

Additional references which will help with the child study paper

Axline, Virginia, Dibbs In Search of Self NY: Houghton Mifflin Co. 1964.

Quanty, Carol Boice and Anthony Davis, Observing Children A Child Development Manual Miss: Univ. of Missouri 1974.

ALTERNATIVE LEARNING STYLE OPTIONS

Each option includes attending the first class session where a contract will be made with the instructor at this time. If a grade is to be given for work during a specific quarter all work must be turned in to the instructor of record one week before the final exam. Everyone must attend the final exam session. The final exam will not be graded but must be taken before course credit is given.

1. Class attendance: It is expected that the student will make up any class missed by reading the materials and viewing the available tapes in the learning center. A

A choice of assignments include the following:
a. a study of one child or
b. a study of several children
c. volunteering in the Children's Center for extra credit

2. Independent study: The student will do the work at the learning center. All assignments will be turned into the learning center for reading before the ChDev instructor grades. The student will make his/her own arrangements with the learning center which can include credit.

3. Independent study: The student will do the work and be supervised by the Children's Center. All work will be turned into the Children's Center staff before being handed in and graded by the ChDev 101 instructor. It is expected that students will read the syllabus and view the available video tapes in the learning center.

4. Individualized instruction: This option requires joint agreement between the ChDev instructor and the student. CDA candidates might choose this option.

ASSIGNMENT AND GRADING PROCEDURES

Grades will be based on class participation and attendance, quality of assignments, and individual progress. The following points are to be used as a guideline. You will be doing your own grading. Choose either to study one child or several children. Work may be handed in weekly for feed back and one week before finals all work must be organized in a notebook and given to the instructor.

POINT SYSTEM GUIDELINES

A = 425 - 370 B = 369 - 260 C = 259

OBSERVATION #1	PLAY AND THE TOTAL CHILD			
	2 ten minute running records	50	45 - 30	29
OBSERVATION #2	TEN ANECDOTAL RECORDS	50	45 - 30	29
OBSERVATION #3	RUNNING RECORD PHYSICAL DEVELOPMENT - Brief Interview	50	45 - 30	29
OBSERVATION #4	TIME SAMPLING SOCIAL CONTACT	50	45 - 30	29
OBSERVATION #5	EVENT SAMPLING EMOTIONS	50	45 - 30	29
FINAL PAPER	SUMMARY OF FINDINGS	50	45 - 30	29
	LESSON PLAN	50	45 - 30	29
	BIBLIOGRAPHY	25	20	19
FINAL EXAM		CREDIT		
ATTENDANCE	no absences	50		
	one absence		30	
	two absences			20
		425	260	259

EXTRA CREDIT Goodenough Draw-A-Man Test
Piaget Questionnaire
Diagnostic Tests

A student will be dropped after three absences unless arrangements have been made with the instructor. Absences may be made up by completing the work for that week, and by viewing the video tapes.

COURSE OUTLINE

WEEK	TOPIC	AUDIO VISUALS	ASSIGNMENTS CHILD STUDY PAPER
I	AN INTRODUCTION TO CHILD STUDY	FILM: none	
II	PARTICIPANT OBSERVATION	FILM: EYE OF THE BEHOLDER	
III	LEARNING TO OBSERVE	FILMS: LEARNING TO OBSERVE LEARNING IS OBSERVING	
IV	AN INTRODUCTION TO OBSERVING CHILDREN'S PLAY: RUNNING RECORDS	FILM: CHILD'S PLAY AND THE REAL WORLD VIDEO TAPE #1	START TAKING TWO TEN MINUTE RUNNING RECORDS; DUE NEXT WEEK
V	INTELLECTUAL DEVELOPMENT: ANECDOTAL NOTES	FILM: THE CHILD WATCHERS VIDEO TAPE #2	START COLLECTING ANECDOTAL NOTES 5 ARE DUE NEXT WEEK, 5 AT THE END OF THE QUARTER
VI	OBSERVING PHYSICAL DEVELOPMENT: INTERVIEWING	FILM: FOUR CHILDREN VIDEO TAPE #3	DO AN INTERVIEW-DUE NEXT WEEK-TAKE TWO TEN MINUTE RUNNING RECORDS.
VII	OBSERVING SOCIAL DEVELOPMENT: TIME SAMPLING	FILM: NON VERBAL BEHAVIOR VIDEO TAPE #4	DO A TIME SAMPLE; DUE NEXT WEEK
VIII	OBSERVING EMOTIONAL DEVELOPMENT: EVENT SAMPLING	SLIDES: EMOTIONS VIDEO TAPE #5	START AN EVENT SAMPLING-TAKE YOUR RUNNING RECORDS. DUE NEXT WEEK
IX	EMOTIONAL DEVELOPMENT CON'T.		DO YOUR EVENT SAMPLING CHART; DUE NEXT WEEK
X	SUMMARY OF A CHILD STUDY PAPER	VIDEO TAPE #6	WRITE YOUR SUMMARY FORMULATE YOUR HYPOTHESIS TURN IN YOUR PAPERS
XI	INDIVIDUALIZING INSTRUCTION	VIDEO TAPE #7	WRITE YOUR LESSON PLAN IN CLASS DO YOUR FINAL EXAM-DUE NEXT WEEK
XII	EVALUATION SESSION AND CELEBRATION		

ASSIGNMENT OUTLINE

The assignments for this course are time consuming. It is expected that five hours study time per week will be completed. You may turn your assignments into me weekly or all at once, one week before the end of the quarter.

WEEK I — GET ACQUAINTED
Read Week I and II in the syllabus (notebook)

WEEK II — PARTICIPANT OBSERVATION
Read Week III
Do an anthropological observation (no grade)

WEEK III — LEARNING TO OBSERVE
Read Week IV

WEEK IV — WRITING OBSERVATIONAL RECORDS: RUNNING RECORDS AND PLAY
Read Week V
Take two ten minute running records on children's play

WEEK V — WRITING OBSERVATION RECORDS: ANECDOTAL NOTES
Read Week VI
Collect 10 anecdotal notes on intellectual development

WEEK VI — PHYSICAL DEVELOPMENT
Read Week VII
Take two ten minute records on large and small muscle coordination
Do a brief interview

WEEK VII — TIME SAMPLING AND SOCIAL DEVELOPMENT
Read Week VIII
Take 20 five minute time samples

WEEK VIII — EVENT SAMPLING AND EMOTIONAL DEVELOPMENT
Read Week IX
Do an event sampling and prepare a chart

WEEK IX — EMOTIONAL DEVELOPMENT
Read Week X
Start on your summary

WEEK X — SUMMARY OF A CHILD STUDY PAPER
Read Week XI
Write a summary and analyze (interpret) your findings

WEEL XI — INDIVIDUALIZED INSTRUCTION THROUGH THE CHILD STUDY PAPER
Write a lesson plan in class
Turn in your paper

WEEK XII — EVALUATION AND CELEBRATION
Turn in open book test
Fill out the grading sheet and the evaluation

ASSIGNMENT OUTLINE INDEPENDENT STUDY

WEEK I — Attendance at class. Write on a 3 by 5 file card your intention to do an independent study at either the Learning Center or the Children's Center. Sign the card. Print your address, telephone number and when you hope to finish the course. Buy the course syllabus. Make your own arrangements with either the Learning Center or the Children's Center. Bring me a note from the instructor stating your intentions.

WEEK II — Start on your course work. For each week:

1. read the week's work
2. do all assignments
3. view whatever audio visual materials are available in the Learning Center

THROUGH

WEEK XI

WEEK XI — Turn in all graded assignments in a notebook. Type and organize.

WEEK XII — Attend class and bring the final exam. If work is not completed by the 12th week a W (withdrawal) will be assigned. If you plan to complete the course you will need to re-enroll.

Lesson Plans
WEEK I
AN INTRODUCTION TO
CHILD STUDY

BEHAVIORAL OBJECTIVES: The student will

1. feel comfortable in the class.
2. know the names of other class members.
3. become familiar with the four different methods of studying children.
4. know why we study children.
5. be introduced to the nature of research.

EVALUATION TASKS:

At the end of the week the student will write a brief note to the instructor answering the following questions:

a. Do you feel comfortable in this class? If not, how can I help you?
b. Can you name each one of the people in this class? If not, at this time go over to the person or persons that you do not know and ask them their names.
c. Name the four different techniques used in child study.
d. Answer the question: Why study children?
e. Define what is meant by the use of the term "research."
f. Make any further comments pro or con.

INTRODUCTION:

Note: The instructor can assign groups as the students enter the room. Materials needed--masking tape and course syllabus.

Purpose: To get acquainted.
To focus student's thinking on ideas about children.

Directions:

1. Choose two or three other class members for your groups.
2. Make yourself a name tag.
3. Read page 14-15 Speak To Us Of Children
4. Discuss the questions at the bottom of the page.

LECTURE #1 AN INTRODUCTION TO RESEARCH (pages 16-18)

COURSE REQUIREMENTS:

1. You will need to buy the course notebook (Syllabus ChDev 101).
2. There are two textbooks that are recommended but not required.
3. Read the materials under Course Organization page 5-7. to

ACTIVITY A GET ACQUAINTED EXERCISE

Purpose: To start observing.
To experience what it is like to observe, ask questions, and answer questions.

Directions: Form a triad (groups of three); rotate roles until each person has (about 5 minutes each).

a. observed
b. asked questions only
c. answered questions only

In the large group discuss and gather data. How many people found which role the easiest? Which role was the hardest? Why?

Note: List on blackboard the three roles. Count the number of persons who found each role the easiest, the hardest.

	No. of persons who found Easiest		Hardest	
	Raw Score	%	Raw Score	%
OBSERVER				
QUESTIONS ASKED				
QUESTIONS ANSWERED				

LECTURE #2 WHY STUDY CHILDREN (pages 19-21.

ACTIVITY C EXERCISE ON OBSERVATION

Purpose: To practice taking observation notes (notes will not be collected)
To become aware of observation skills
To continue to get acquainted
To be aware of what it feels like to be observed

Directions:
1. Work in groups of four. There will be an inner and on outer circle.
2. Each person in the outer circle will choose a partner to observe. Take notes. Be sure to tell your partner that you are observing him/her.
3. The inner circle will discuss the following for about 10 minutes:
   a. what I think I will learn from this class.
   b. what I want to do in this class.
   c. what I think is important to know about the young child.
   d. what I was like as a young child
4. The outer circle gives feedback to the partner in the inner circle. What was observed? (about 5 minutes)
5. Reverse places; the outer circle becomes the inner circle. Repeat procedures three and four.

ACTIVITY D SURVEY OF ATTITUDES AND VALUES

Note: The instructor will need to prepare beforehand about 100 round circles or disks of red, blue, white and yellow.

Purpose: To become aware of how often we respond to statements about children from a personal perspective.
To become aware that attitudes and values could be based on research.
For the instructor to find out how many of the students base their statements on value judgments.

Directions: 1. Fill out the survey on page 22; take only 10 minutes. Your initial reactions are not accurate indicators of your attitudes.

2. Read over the answers on your survey. "q" sort. This means to sort out your answers and put them into the following categories: personal experience, research, cultural or other. Quantify (add up). Make a chart. List each category and choose a different color crayon for each category. Make one mark for each answer behind the chosen category.

   For example:

Personal experience	10 **********	(red)
Cultural	3 ***	(blue)
Research	2 **	(white)
Other	0	(yellow)

3. Working in a group, compare your answers to the groups answers. Using the disks, make a chart for the total group.

DISCUSSION: SURVEY OF ATTITUDES AND VALUES (page 22)

Purpose: Comparison of results
To point out the number of responses based on personal experience.

Directions: In the large group compare the results by making a graph on the chalk board. (instructor or student volunteer)

CLOSURE: SUMMARY, REVIEW, AND QUESTIONS (page 23)

ASSIGNMENTS:

1. Read the course organization and materials for Week I and II in the syllabus. Pages 1-38
2. Start your own notebook; use dividers for each section.
3. Wear a name tag; use a symbol of one of your individual strengths.
4.* Read "Body Ritual Among the Nacirema"
5. Bring magazine pictures of children.

* From American Anthropologist, LVIII (1956), 503-507.

SPEAK TO US OF CHILDREN

And he said:
You may give them your love but
not your thought.
For they have their own thoughts.

You may house their bodies but
not their souls,
For their souls dwell in the house
of tomorrow, which you cannot
visit, not even in your dreams

You may strive to be like them, but
seek not to make them like you.

From The Prophet by Kahlil Gibran

I can give you nothing that has not already
its being within yourself.

I can throw open to you
no picture-gallery but
your own soul.....I help
you to make your own world
visible. That is all.

H. Hesse

"To help a pupil to have meaningful experiences, a teacher must know the pupil as a person. This means....that the teacher must strive to know himself."

"Everything in the relation between a teacher and a student has or might have a significant effect on what a child thinks and feels about himself."

"To have insight into the child's strivings and the problems he faces, the teacher must strive to face the same problems within his own life. These problems are largely emotional in nature."

"To be able to understand and sympathize with a child who is hostile (and all children are, more or less), the teacher must face his own hostile tendencies and try to accept the implications of his anger as it occurs, say in his annoyance with his pupils, in his impatience with himself, and in his feuds with other teachers."

"He must seek to understand the devices he uses to avoid responsibility for himself by blaming others."

"To appreciate another's fears, a person must try to examine his own fears."

"Unless a teacher can, at least to some extent, face his own anxiety, he will be uncomprehending when children helplessly express theirs.

"A teacher's understanding of others can be only as deep as the wisdom he possesses when he looks inward upon himself."

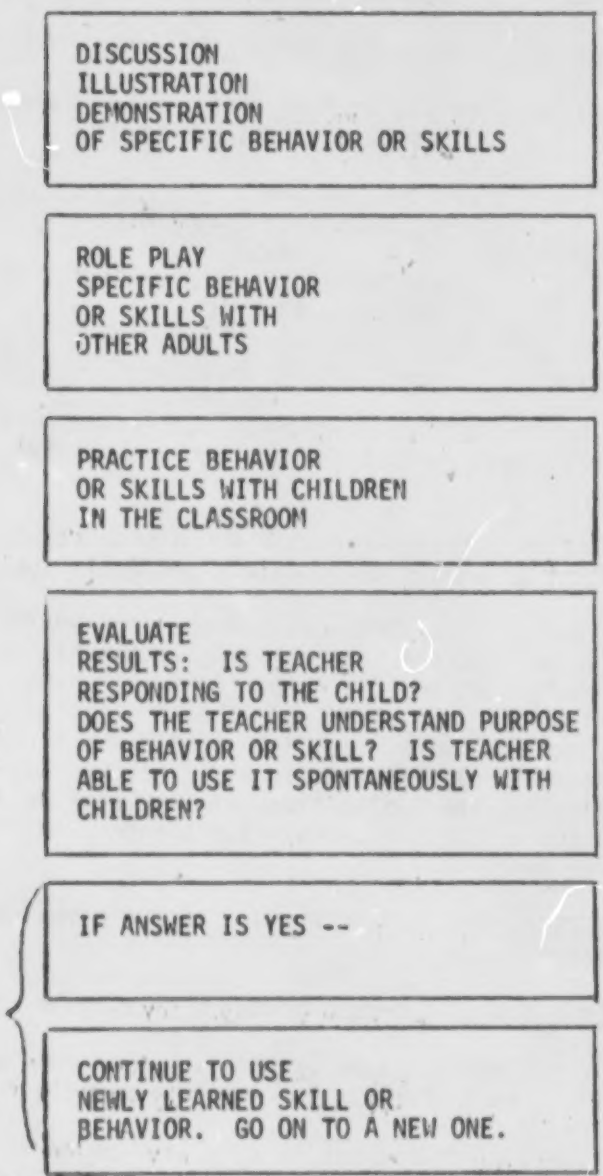
"To gain in knowledge of self, one must have the courage to seek it and the humility to accept what one may find."

"WHAT ONE PERCEIVES "OBJECTIVELY" IS OFTEN A PROJECTION OF ONE'S OWN SUBJECTIVE STATE, AND THIS MAY TELL MORE ABOUT ONESELF THAN ABOUT THE PEOPLE ONE OBSERVES."

"No one procedure alone will give the answer, since the search for self-hood, when genuine, is pursued through all channels of experience as long as a person lives."

From Arthur T. Jersild, When Teachers Face Themselves

SEQUENCE IN DEVELOPMENT OF TEACHER BEHAVIOR AND SKILLS



In groups of four

1. Share your name and anything else of importance about yourself.
2. Share the worst thing that has just happened to you.
3. Share the best thing that has just happened to you.
4. Read this handout together and discuss.

LECTURE #1

AN INTRODUCTION TO RESEARCH

In this course you will develop a set of skills to enable you to make objective and useful observations of children. Child development is a social science. The social sciences (or behavioral sciences) study the institutions and functioning of human society, and the interpersonal relationship of individuals as members of society. The social sciences include history, political science, economics and philosophy. Child development draws mainly from three other social sciences; anthropology, psychology, and sociology. Anthropology is the study of man and his relationships to the environment and all his adaptations. This is called culture. Psychology is the study of man's mind, development and behavior. It examines the individual. Sociology is the study of how man behaves in groups.

Child development also draws on ethology. Ethology is the study of how animals exist in their natural environment and how they are educated to
Note 1 survive as individuals and as members of a group. An example of ethology is Jane Goodall's study with chimpanzees. Education is defined as the principle of how to teach the young child the ways of any given society.

There are three major approaches to research in child development; observational, experimental and clinical study. Most of what we will do in this class falls under the category of naturalistic observation. Ethical questions arise with experimentation and the clinical method yields data on only one child.

Everyone feels or seems to feel that having been a child makes him/her an expert on raising children. You will hear and read many statements, "A young child is ...", A young child needs ...". There is a difference between what our mothers and grandmothers said and what you will be learning in the early childhood development classes. This difference is that current statements are based on research. For example, the following statement was made by my father and not based on research: "The moon is made of green cheese." My grandmother told me, "Put on a sweater or you will catch cold." "Wash your hair when you have a cold and you will get sicker." These statements may be called theories. However, these theories are based on insights, myths, tradition, and personal experiences. These older theories are often called, "arm chair theories" because that's where they were developed. My grandmother did always seem to be right and to this day you can't convince me, in spite of the evidence to the contrary, that the moon isn't made of green cheese. List statements you remember in the following space:

What is the difference between research and experience? Research is investigation or experimentation aimed at the discovery or interpretation of new facts, revision of accepted theories in the light of these new facts, and application of new or revised theories. For example: Play

pens used to be accepted as an ideal baby tender. Research has indicated that too much time in play pens and no free crawling may lead to reading problems later.

As teachers, you can use your skills and methods to assess your whole program's effectiveness or a single child's development, and to design improvements or to prescribe specific activities for a child. In observing program effectiveness, you can use event sampling, time sampling, interviews, and running records. You can begin to observe patterns, use time sampling, anecdotal notes, running records, event sampling, and other information to support or prove a theory. Watch the children the child chooses to play with. What does the child do during the day? Does he never go to art? Why? Does he never ride a tricycle? Why? Is he ready to write his name? How do you know?

In this class we will usually use naturalistic observation. Research and child study will be done by observing. What is the difference between naturalistic observation and the experimental method? In the naturalistic observation, the observer has no control over the situation and cannot test conclusions. In the naturalistic observation things are observed as they are, recorded, and then counted. In the experimental method conclusions can be tested and the environment controlled. In the experiment something is changed in the environment and then the effects are measured and observed. When observation is controlled it is called a directed observation and there is a previously prepared schedule which focuses the observer's attention on certain selected acts.

What information do we want? This information is called data. We want to find out what is average behavior for a child at a particular age. We want information which will support or prove a theory. We want to find out what individual differences exist in the children we are studying. We need to determine how patterns of behavior differ for each individual child and what patterns are similiar to those of children at the same age.

Naturalistic observation has been the major tool of an anthropologist in studying a primitive culture. Boaz, Benedict, and Mead all did field work emphasizing objectivity. The method they used was called participant observation. The observer takes part in some aspect of village life, tries to be accepted, acquires information and informants, and then records everything observed and learned. Oscar Lewis's Five Families is another example of this. The advantages of this method is the richness of detail. The disadvantages are the incompleteness of data and observer bias. Some things are selected to record, others ignored and interpreted according to the observer's own opinions.

Objectivity is the most important skill to develop in learning how to observe. Objectivity in observing and recording means that only what is seen or heard is recorded. LEAVE OPINIONS AND INTERPRETATIONS UNTIL LATER. Subjectivity in observing and recording means that the observer is interpreting what is seen and opinions are given as part of the data. SUSPEND YOUR JUDGMENT, OPINIONS, AND INTERPRETATIONS OF WHAT YOU THINK IS HAPPENING. There is nothing wrong with opinions or judgments, but this

is not data. Strong feelings need to be laid aside as we observe and record. Everyone has strong feelings about what is acceptable and not acceptable.

REFERENCES:

Mead, Margaret — Coming of Age in Samoa, William Morrow & Co., 1971

Mead, Margaret — Blackberry Winter, My Earlier Years NY: William Morrow & Co., 1972

Lewis, Oscar — Five Families. Basic Books, Inc. N.Y, 1959

I understand that Dr. Debbie Davis, on our staff, spent time with Oscar Lewis. You might consider interviewing her on this point.

LECTURE #2

WHY STUDY CHILDREN?

Why Study Children?

One of the main reasons to study children is because children are interesting and when we study young children we learn so much about them. Actually we don't study children, but we study their behavior. We study behavior in order to know what to expect from a child at a particular age. This is called the child's "stage of development." We study behavior because it helps us understand all human behavior and we can learn to describe this behavior and use this information to help us understand an individual child's needs. We can plan for the child's growth and development that way. To be very specific studying children helps us plan classroom activities. Studying a particular child helps us to individualize lesson plans and make choices based on what we have found. By studying children we also learn about ourselves.

Child study is important; when children are studied, teachers and parents can do a better job. Teaching decisions can be based on research rather than biased by personal experience and opinion. By studying children, and examining the total child, intellectual, social, physical, and emotional development can be nurtured as a whole. Although the areas are separated for further examination, each piece of information is programmed for as complete an understanding of the child's behavior as possible.

How Do We Study Children?

We look at them anywhere and everywhere. We watch their behavior and we make notes both mental and written. We keep on looking and soon we begin to notice how they move, their facial expressions, what they say and how they say it. We notice who they are with, how they are treated and how they treat others. We gather more and more information, and then we read. We read about what other people saw and what people who have studied children a lot have found; for example, Piaget, Erikson, Freud and Gesell. We also experiment and try things with children to see how something works. We ask children questions and find out their interests.

Scientifically, methods of child study are placed in four different categories. These four main methods are introspection, observation, experimentation and clinical study. Introspection is probably the oldest form of child study. I don't want to define this word. I want you to experience introspection through this next exercise. Take out a piece of paper, and on the paper answer the following questions:

1. Who are you? List roles.
2. How did you acquire each role?
3. Go over each role and rank order them from excellent to poor. For example: My role as a mother. Some days I would rate myself as a very poor mother. Especially when I blow my cool. Other days I feel quite good about my self in the mother role.

Now choose a partner, share your insights with this person. Explore together who you were when you were half as old as you are now, one third as old? What was the change? What has remained the same?

Next, let's discuss our findings with the total group. How reliable was your memory? How would you define introspection? How valid is this form of child study? When could a teacher use introspection to study children?

The second major method, which is the method we use the most is observation. Through observation we look at children, and record behavior, language, facial expressions, body movements, setting, and interaction between both peers and adults. Refer to Cohen and Stern, Observing Behavior for a detailed guide to observing. This book and others listed in the bibliography will explain in detail how to take certain types of observations. We will go into more detail later on in the course. There are several types of observations: narrative, checklists, time samples, event sample, interactions, and trait ratings. The narrative observations are also classified as diary descriptions, specimen descriptions, running records, and anecdotal notes. The four types of observations we will concentrate on in this course are (1) running records, (2) anecdotal notes, (3) time sampling and (4) event sampling. Each of these methods will be examined, defined, and used later in the course.

The third major method used to study children is the experimental. In the experimental study the experimenter makes a guess as to what kind of a relationship exists between two things, objects, persons, or events. Then he investigates what happens to behavior when a certain variable (independent because it can't be changed) is changed. What happens to behavior when I experiment with a particular condition? The classic example is plant growth. The growth of the plant is the dependent variable. The independent variable is the condition (the amount of sun, water, plant food). The experimenter chooses only one to vary and keeps the other variables constant. For example: He chooses three identical plants. He sets one plant in the closet, one in the direct sunlight and one in the shade. He gives each plant the same amount of water, plant food, and attention. He then observes and studies what happens.

There are two kinds of studies--cross sectional and longitudinal. The cross sectional is a comparison of age groups and the longitudinal is a study over a period of time. The steps the experimenter needs to complete are the following:

1. Choose subjects randomly.
2. Identify independent variables and dependent variables.
3. Decide how to manipulate variables.
4. Decide what effect the variables will have on behavior being measured.
5. This effect is stated in a guess (hypothesis) as to what will happen.
6. The experimenter controls and sets up the environment.
7. From his findings he then can guess about a larger population.

The last method is known as clinical study; this is a one to one interaction between the subject and the experimenter. It can be open ended or closed. That means the person plans the interaction with the child in mind or leaves the interaction open to chance. This approach can be used in a natural or an experimental setting. Piaget uses this method. It also includes in depth interviews.

It can also include controlled observations. What behavior to record must be decided. The observed behavior must be reliable and consistently recorded. The behavior must be categorized and analyzed. The clinician must decide on ratings before the observation and the observation must be able to be measured and quantified. That is, put into a form that can be counted.

What Do We Study?

What do we study? We study children's behavior and how they grow and develop and learn. In next week's lesson we will examine what areas have been frequently researched. The course Child Development 102 Child Growth and Development will cover how children grow and learn.

NOTE TO INSTRUCTOR:

Lectures should be put into your own words. It's dull when you read something and hard to memorize word for word even when you write it yourself. I put my notes into outline form. Students can interrupt, ask questions, and make comments at any time. I try to keep the discussion on the general topic but supplement my talks with role play, illustrations, and activities to reenforce materials. My major concern is the student, not the material. However, even more important to me than the individual student is my total group's needs which changes each quarter.

A SURVEY OF ATTITUDES AND VALUES

As you observe children, you bring your own perspectives, values, and prejudices to the situation. Some of these are individual, stemming from personal experience, while others are cultural, more widely held.

In order to observe objectively, you must consider your own attitudes and values in relation to children. Below are fifteen sentences which you should complete by writing down the first thing that comes to mind.

1. I think children _____.
2. When children are unhappy _____.
3. The most likable thing about children is _____
   _____.
4. It is most important for teachers to _____
   _____.
5. Children should _____.
6. The most unlikable thing about children is _____
   _____.
7. The background of a child _____.
8. The future of a child _____.
9. The most puzzling thing about children _____
   _____.
10. When children misbehave _____.
11. I wish children _____.
12. The hardest thing about growing up _____
    _____.
13. Children need _____.
14. I wish parents _____.
15. Children are naturally _____.

Name _____

FIRST WEEK EVALUATION

1. Do you feel comfortable in this class? Any comments pro or con?

2. Can you name each one of the people in this class? If your answer is "no", at this time go over and ask the persons you do not know what their names are.

3. Why do we study children?

4. What is the difference between naturalistic observation and the experimental method?

5. What are the four different methods used in studying children?

6. What did you learn?

7. What do you want to do next?

8. What would you change about the week?

9. What did you like?

10. Make any further comments concerning the class.

WEEK I NOTE TAKING PAGE: TAKE NOTES ON THIS PAGE. Write down your reactions to the class session and plan your next week's work. At the end of each week's lesson you will find this page. This page may be turned into the instructor with any comments, criticisms, suggestions, questions, etc. Don't hesitate to call the instructor for any thing you may need. I am here to help you (within reason) as much as I can.

Lesson Plans
WEEK II
PARTICIPANT OBSERVATION: AN ANTHROPOLOGICAL APPROACH

BEHAVIORAL OBJECTIVES: The student will

1. be able to tell the difference between a subjective and an objective statement.
2. be able to name the examples of areas that are widely researched by early childhood educations.

EVALUATION TASKS:

1. Students will be requested to complete a written evaluation of subjective and objective statements.
2. Students will complete an assignment on an anthropological study.

INTRODUCTION

Purpose: To motivate students to question what they see.

Directions: Read in class the exerpt from Postman and Weingartner's book The Soft Revolution. (Questions for an Anthropological Field Study pp 27-29)
Compare this material with the article, Body Ritual Among the Nacirema.

a. Have you heard of the Nacirema tribe before?
b. Who are they?

DISCUSSION

Purpose: To think about the material in these two articles.

Directions:

1. Choose four other people to form a group.
2. Discuss the two articles just read.
3. Choose two questions from the following 5, 19, 21, 23, 26 and 27. (pp 27-29) Choose two other questions from this material so that your group has a total of four questions to answer.
4. Answer these questions with what you already know about Chaffey College.
5. Divide the questions among the group members. Check next week if your answers were correct. This means that each member of the group will have to observe on the college campus for the answer to the question they have been assigned.

ACTIVITY A EXERCISE ON OBJECTIVITY AND SUBJECTIVITY

Note: Materials needed: Magazine picture of children

Purpose: To practice making subjective and objective statements.

Directions:

1. Choose a picture, write a ten sentence objective description with a partner. Compare; you must agree on everything. Definition of objectivity: A description of only what you see. Avoid all inferences, judgments, and intuitions.

2. Choose another picture; this time be subjective. Start out making objective statements and then interpret and make subjective statements. Try to avoid words that imply value judgments. For example:"a cute little boy."

ACTIVITY B PARTICIPANT OBSERVATION
Purpose: Practice of taking observation notes.

Directions:
1. With a partner, observe someone on campus for ten minutes. Do the observation part on your own but be sure you are observing the same person.
2. When you have finished taking notes return to the classroom.
3. Ask for volunteers to share their findings.
4. With the partner share how your notes are the same and how the notes are different.
5. In the larger group ask for volunteers to interpret what they saw.
6. In small groups look for behavior cues to what you saw. Interpret.

LECTURE #3 SEVERAL AREAS OF CHILD STUDY AND THEIR IMPORTANCE TO THE CHILD'S GROWTH pp. 31-34

FILM: EYE OF THE BEHOLDER (Chaffey College film)

LECTURE #4 APPROACHES TO CHILD STUDY pp. 35-37

CLOSURE: Read book EVERYBODY NEEDS A ROCK By Byrd Baylor, NY Scribner & Sons 1974.

ASSIGNMENT:

1. Look at rocks. Find one you like and describe it. Mark it so you know which one is yours. Bring it to school next week. Make a list of all the different rocks you see.

2. Read the materials for the third week. PP 41-52.

3. Answer your question from the class exercise.

4. Observe in a setting of your own choice. Do a participant observation. Due in two weeks. This assignment is related to schools but you may go elsewhere. If you were really in another culture, there would be many things that would puzzle you and seem strange. There are two possible reactions: you can retreat into dislike and discomfort or try and figure out what is happening. The first reaction is called "culture shock." The second approach, looking for patterns of behavior, is the key to research. How do people usually act in a given situation. The isolated aberration is not as interesting as the pattern. The deviation is interesting. For example: If I say John got drunk last night, it is only significant if you know John's usual pattern. Imagine that you are in a totally strange environment and all you know is what you find out by observing. You may have positive or negative feelings about your visit but DON'T ENTER THESE FEELINGS INTO YOUR OBSERVATIONS.

Article #2

QUESTIONS FOR AN ANTHROPOLOGICAL FIELD STUDY

You have just dropped by parachute into the middle of Hometown, USA--a place you have never seen or heard of and know nothing about, except that it is populated by a strange people with a culture apparently unlike any other on the planet. You are the first contact the world has ever had with the Hometowners, and you want to find out as much as you can about their culture: The purposes of their systems and activities, the values they apparently cherish, their underlying assumptions about human behavior, the rules that govern their systems, the roles assigned to different people in their systems, the responsibilities of different people, the rights granted different people, the restrictions placed on different people, the rituals they practice.

Unfortunately, you somehow arouse the natives' suspicion two or three hours after landing in the settlement, and they confine you to a special building, or group of buildings, which, you discover shortly after, are used in some way to train the young in the ways of the culture. Turning disadvantage to opportunity, you decide to learn all you can about the culture of Hometown by carefully observing the ways in which they train their young.

Imagine, now, that your town school or college is the building or campus where you (in your role as anthropologist) are confined. Try to spend the next few days or weeks looking at the situation through the anthropologist's eyes. Below are some of the kinds of questions you might give some thought to.

1. Where is the school or campus in relation to the community? Central? Periphers'? In what surroundings? Is it easy to reach? Are there locked doors, fences, "No Trespassing" or "Visitors Report to Office" signs, building guards in or around the building? What purposes do they serve? What underlying assumptions do they suggest about the relationship between school and community? About the relationships between young people and adults? About the relationship between young people and school?

2. What are the architectural features of the school? What kinds of activities does it seem to encourage? What purposes does the architecture seem designed to serve? What attitudes does it communicate toward school and learning?

3. What kinds of special facilities does the school have? Are there rooms designed for specific purposes? What purposes? What kinds of equipment does the school provide for athletics? For entertainment? For other purposes? Can you make any inferences about the kinds of activities the school and/or community values most?

4. What is the interior decoration of the school like? Is it clean? Bright? Colorful? Airy? Comfortable? What assumptions about school and learning does the interior decoration reveal?

5. What are the classrooms like? What kind of furniture do they contain? Is it comfortable? Do teacher and students have the same or different furniture? How is seating arranged? What lines of communication does the seating arrangement suggest? What assumptions about teacher/student status does the furniture and arrangement suggest? What kinds of behaviors does the classroom seem to encourage? What assumptions about teaching and learning behavior does the classroom suggest?

6. What kinds of objects decorate the walls of the classrooms, the halls, the auditorium? Pictures? What about signs? What do they say? Flags? Trophies? Mottos? What kinds of ideas, people, activities does the school seem to honor in such decorations?

7. What are the rules of the school? Is attendance mandatory?

8. What purpose do the attendance rules serve? What assumptions about the relationship of parents to the education of their children do the attendance rules suggest? What assumptions about the attitudes of students toward school do the attendance rules suggest? Does the school have rules for dress? What purposes do they serve? What attitudes toward young people do they reveal? What assumptions about learning to they suggest? What do the rules of the school communicate about the attitudes of school administrators toward the students? About the kinds of behavior the community values and deplores?

9. Who or what poses most of the questions in the classroom? The teacher? The textbook? The students? Do the students raise any questions at all? In what circumstances?

10. Who decides what issues will be discussed in the classroom?

11. Who decides what books should be read? Who decides what projects should be undertaken by the students? Who decides what is a "serious comment?

12. Once a question has been raised or a problem posed, who or what is responsible for finding or providing the information necessary to answer or solve it?

13. Are students usually urged to accept one right answer to a question or encouraged to consider a number of possible answers?

14. If the students are urged to accept one right answer to a question, who or what is the source of authority? The teacher? The textbook? The students?

15. Who does most of the talking in the classroom? Who needs permission to talk? From whom?

16. To what extent are students prodded to question their own statements, attitudes, beliefs?

17. Do students address most of their statements and questions in class to the teacher or to one another?

18. Do students listen as attentively to their classmates as to the teacher?

19. Are the students encouraged to be more accepting or more critical of the views expressed in their textbooks? Of the views expressed by their teachers? Of the views expressed by their classmates? Of their own views?

20. Are there particular sources of authority or points of view or areas of discourse students are not encouraged to question?

21. Your answers to the past twenty questions or so constitute a fairly thorough definition of the roles and responsibilities of students and teachers in the classroom. What roles and responsibilities in the culture is the school training students to assume? What attitudes toward authority is the school training students to accept? What attitudes toward their peers is the school training students to take? What inferences can you make about the behaviors the culture values? What assumptions about the learning process underlie these definitions of roles and responsibilities? What forms of government would you expect to find in a culture which trains its young to assume these rules and responsibilities?

22. What kinds of information do the students spend most of their time studying? What purposes in the culture might their learning this information serve? Who in the culture benefits by the students' studying this information?

23. Whatkinds of activities do the students spend most of their time studying? What habits or skills do these activities develop or reinforce? What assumptions about learning underlie the encouragement of these activities? What inferences would you make about the information and skills the culture values most? On the basis of the information students study, activities they perform in school, what inferences would you make about the kinds of things the culture expects them to do as adults?

24. What kinds of models of adult behavior does the school provide? How do the teachers dress? Behave? Speak? How would you characterize their personalities? What are their interests? What characteristics do they have in common? In how many ways do they differ? Who are the adults who have been invited to speak at school assemblies and club meetings? What do they do for a living? How do they dress, speak, behave? Who are the people pictured in the halls, on the bulletin boards, and named on plaques in the school? For what reasons are they honored? Are there, in the school, any honorary societies to which students are elected by the teachers? If so, what characteristics do the students elected to these groups seem to share? What inferences can you make, on the basis of these models, about the values of the culture?

25. How are the students organized for instruction? If they are grouped in some way, what seems to be the basis for grouping them? Does the purpose of the grouping seem to be to promote homogeneity or diversity within a given group? What assumptions about learning does the grouping system reflect? What culture values and attitudes does the system reflect? What kinds of beliefs, values, attitudes, and behaviors does the grouping system promote in students? Are the different groups of students given different kinds of information to study or activities to perform? What assumptions about human beings and human behavior might underlie such arrangements? What cultural purposes might such arrangements serve?

26. Are the students in this institution screened or selected in some way from a larger group? What seems to be the criteria for screening or selecting them? What assumptions about learning underlie the establishment of those criteria? What cultural values might the criteria reflect? What cultural purposes might the screening process serve? What does the screening process suggest about the function of schooling in the culture?

27. What kinds of rites and rituals are performed at regular intervals within the institution? What seems to be the purposes of those rites and rituals? What cultural purposes do they serve? What cultural values do they reflect? What kinds of symbols do they involve? What role do students play in their performance? What role do teachers play? Does the community at large take any part? What cultural beliefs do the rites and rituals encode and transmit to the young?

From pp 44-49 of Postman and Weignartner, The Soft Revolution (Delta 1971)

Choose two questions from the following: 5, 6, 8, 21, 23, 26, 27.
Choose two other questions, for a minimum of 4.

LECTURE #3

SEVERAL AREAS OF CHILD STUDY AND THEIR IMPORTANCE TO THE CHILD'S GROWTH

Many major areas in child development have been widely researched. Visit the college library this week and look under the headings of child development, preschool education, early childhood education, child psychology, day care, and nursery schools. Thumb through the many books listed; read the titles. I am going to share with you only a few of the main areas that have been researched and that have influenced decision making in early childhood. These areas are not all inclusive; however, become familiar with them and how researchers in this area have contributed to knowledge about children. You might want to add to these areas as you continue your studies in child development. Researchers in each area have made major contributions to teaching through their discoveries. Examine these selected areas as examples of what a new student will encounter and will need to understand and study. Focus your attention on each area which is briefly described with its importance to the child's development noted.

AREA #1 THE CHILD'S NEEDS

As a result of research, programs are being planned to better meet the child's needs as described by Maslow and others. An example of this is the British Infant School. Gesell, Proud, and Lewin laid the groundwork for a totally new concept of the nature of the child where the child's needs were central. This modern approach created a new kind of relationship between children and adults. The work of A.N. Maslow organizes the fundamental needs of human beings into a kind of classification system as follows:

1. physiological needs, such as hunger, thirst and rest.
2. safety needs, security, and release from anxiety by threats of various kinds.
3. love needs, including love, affection, acceptance, and a feeling of belonging in one's relationship with parents, friends, and other social groups.
4. esteem needs, including both self-esteem from mastery and confidence in one's worth, and esteem from social approval.
5. need for self actualization through creative self-expression in personal and social achievements, need to feel free to act, to satisfy one's curiosity, and to understand one's world.

AREA #2 EDUCATION

Emphasis in this area is the schools' interest in research to help them design and organize programs in keeping with new concepts and information. For example, the idea of readiness. This trend is shown by increasing emphasis on understanding the causes of behavior and the seeking of mutual cooperation between parent and teachers to plan activities to meet the individual child's needs. There are different educational levels, at which the various

principles of child development have special application. The kindergarten movement illustrates a tangible recognition of special stage development on the part of five year olds. The kindergarten classroom helps the child become ready for a more formal school experience in a group situation outside of the home.

AREA #3 THE NURSERY SCHOOL

The traditional approach to early education was the nursery school. The classic description of the nursery school is Katherine Reed's book by that name. Times have changed, fewer children are attending part day programs as more mothers work. Research in this area has examined, for example,the importance of the early experiences, curriculum ideas, types of environment, and what influences environment plays on the child's organization of concept development. The majority of nursery schools today still base decisions on insight and tradition rather than on what we know to be part of a child's biological, intellectual, social, emotional, and physical make up.

AREA #4 THE DAY CARE CENTER

Prescott's study on day care is the forerunner of specific research in this area. Children are with a mother substitute for eight hours or more a day. What are the consequences, and/or benefits of being in a peer group situation all day long? More research needs to be conducted.

AREA #5 THE PRESCHOOL CHILD

With the advent of head start a renewed research interest arose in the young child who attends school. Researchers tried to answer the question, "Does early intervention promote increased learning?" Many educators believe the preschool helps the socialization process of the child. The child learns within a planned environment how to relate effectively to the world of people and things. There is some evidence in studies that the early experience is invaluable.

AREA #5 CULTURE

Culture is the learned behavior of a people. Child rearing practices are influenced by culture. In the past decade there has been an increased interest in this area. A safe assumption is that children from each culture differ. "How" is still being discussed and studied. Research also shows similarities between cultures.

AREA #6 DISCIPLINE AND SETTING LIMITS

This is perhaps one of the most important areas for a new teacher to understand. This area is often influenced by emotional biases rather than research. Research focuses on understanding the growing child and emphasizes helping the child attend to his own behavior. The findings of behavior modifications also are categorized in this area.

AREA #7 SELF-CONCEPT

Research in this area is relatively sparse; however, it has been found that without self-awareness it is doubtful that there could be any sense of social responsibility. Shostrom has devised an inventory which measures self-actualization as defined by Maslow.

AREA #8 COMMUNICATION WITH OTHERS: LANGUAGE

Vygotsky studied language development in the young child. True language is a distinctly human accomplishment. Language is more than talking or listening. It is the basis for all forms of human interaction. Parent effectiveness training places an emphasis on the importance of the words we choose and how they are stated in relationship to developing relationships with all ages.

AREA #9 THE DEVELOPMENT OF INTELLIGENCE

Intelligence and intellectual development have been widely researched. Piaget's concern with the stages of intellectual development have contributed greatly to a teacher's decision making powers in the classroom.

AREA #10 THE CONCEPT OF MENTAL AGE (IQ)

Controversy wages continuously in this area over Binet's concept of mental age, which is standardized by the average performance on an intelligence test by children of a given chronological age. Binet contributed to intelligence testing and made it possible for adults to have more realistic expectations leading to more effective child guidance. We are now seeing that IQ tests can be culturally biased.

AREA #11 DEVELOPMENT OF REASONING ABILITY

The young child is not necessarily logical. Abstract knowledge does not develop until eight or nine. Piaget's findings in this area are of significance to all teachers.

AREA #12 CREATIVITY

Current research on creative thinking shows the importance of the ability to problem solve that is not necessarily attached to intelligence. Examination of the right side of the brain shows some connection with creativity.

AREA #13 EMOTIONAL DEVELOPMENT

Freud first brought to attention the importance of the emotions and how they affect behavior. Other researchers following Freud have studied emotional behavior. Erikson's eight stages of man deal with this development. This area is hard to research and often theories are advanced which have little scientific research to back them up. However, research is becoming more prevalent. This area area affects the teacher of young children tremendously because of the young child's need to accept, recognize, and control impulses and primitive needs connected with emotional behavior.

AREA #14 AGGRESSION

Anger, aggression, assertiveness, etc. are parts of emotional development that have been isolated for study. The young child has many aggressive impulses. Research has found that this aggressive behavior turns into anger when the child is restrained unduly by an authoritarian parent. Recent emphasis has been on assertiveness

training--helping adults learn how to take care of their own needs in a positive manner. The traditional nursery school has done assertiveness training for a long time with young children. It was called "positive redirection". Teachers taught young children to verbalize their feeling and learn how to problem solve to meet needs.

AREA #15 FEAR

Fear is another widely researched emotion. It has been found that anger is the secondary emotion while fear is often primary. Young children have many fears. Several include the fear of separation, darkness, bodily injury, loss of love or approval, and the fear of failure.

AREA #16 THE CHILD AND HIS FAMILY

The child's culture is first encountered in the family. This area is important to understand for the family gives the child his basic foundation in life. Research has examined family patterns, birth order, divorce, one parent families and other important issues in families.

AREA #17 THE CHILD AND SOCIETY

Values include the most basic consideration of what is right to do, say and feel and what is wrong. Where do values develop and how are they formed? Kolberg's research in this area is on moral judgment. Society has both rights and responsibilities in regard to children. Children need to learn how to abide by reasonable laws and codes of behavior. What causes a child to become anti-establishment? How does a child learn to become a participating member of society?

SUMMARY

Society has a vital interest in its children, which goes beyond the responsibility to control them and limit their behavior to that which is acceptable and comfortable to adults. Society's stake in the child is its own self-preservation and self-enhancement. The immediate focus of this course is studying children. There are several areas in a young child's life which are essential to his growth and development. Research in each area provides insight into children's reactions, interactions, and developmental processes that have been controlled, examined, and tested.

LECTURE #4

APPROACHES TO CHILD STUDY

The purpose of this lecture is to help you think about a variety of ways to approach child study which can help teachers understand children's behavior both in the classroom and in the community. Several goals for a student teacher to research are

1. to know and understand the accepted child growth and development theories.
2. to be able to develop skills in identifying where an individual child is in his particular stage of growth and development.

In order to study children, the student should become familiar with the approaches the researcher may advocate as he develops his theory. Each approach to the study of childhood has its dedicated advocates as well as its skeptical antagonists. An approach consists of a frame of reference which implies that an observer looks at his subject from a specific point of view or vantage point. The chief value of a frame of reference lies in its utility in focusing attention upon designated topics without distraction from presumably extraneous matters. Its chief defect is that it concentrates upon a selected phenomenon.

Historical Approach:

To understand the present there is a need to understand the past. Certain attitudes and certain behaviors have remained relatively unchanged. Those patterns that are unaffected by time and those that are subject to change may be observed. The patterns of change may take the form of constant growth or cyclical growth--decline--growth. ChDev 100 An Introduction to Early Childhood Development briefly examines the history of the nursery school movement in one session.

Psychological Approach:

This approach studies the emotional development of the child and examines the reasons for behavior. There is an emphasis on individual differences. The place of intelligence and habituation is studied, as well as conditioning and learning. ChDev 102 Child Growth and Development includes the psychological approach in the course materials.

Educational Approach:

The emphasis here is on the formal process of education. It examines the processes of how young children acquire the knowledge of mankind. Curriculum development and nursery school procedures are studied in several courses, among them ChDev 208 Principles & Practices: An Overview of Curriculum Theory, ChDev 209 Principles & Practices: Setting Up the Preschool Environment and ChDev 210 Supervised Intern Teaching in the Preschool.

Therapeutic Approach

This area might possibly be considered a combination of approaches and examines individuals who are in need of help. Children are regarded as needing placement, guidance, and care from adults. Emphasis is placed on the care and treatment of children. The Child with Special Needs, ChDev 103, includes this emphasis.

Sociological Approach:

A sociologist studies children as persons being introduced to, and interacting within, social systems. This is the process of socialization which is the process by which children acquire the culture of the human group into which they are born. This process is examined in the course ChDev 104 The Child, the Home, and the Community.

Developmental Approach:

Emphasis on the various phases and/or stages of growth through which children pass--this approach rests upon the biological processes that occur automatically in all living things. The increased refinement of muscles, nerves, glands, and other physical organs is the foundation for age grading of children. The emphasis is on both internal and external changes, such as height, weight, etc. Growth and change characterize the developmental study of children. This material is covered in ChDev 102 Child Growth and Development.

BRIEF INTRODUCTION TO THE DEVELOPMENTAL APPROACH

This approach to child study examines growth and development as a continous process, which refers to growth as an increase in size that begins at conception and lasts until eighteen or twenty years of age. Development is a progressive series of changes in the body organs, behavior, personality, and skills. General categories are defined for purposes of study and have similar characteristics or peaks of development.

1.	Infancy:	Birth to 18 or 30 months
2.	Early Childhood:	30 months to approximately 8 years
3.	Late Childhood:	8 years to about 13
4.	Adolescence:	13 to 16; and 16 to 21
5.	Early Adulthood:	20 to 29
6.	Middle Age:	30 to 45
7.	Maturity:	45 to 65
8.	Old Age:	65 and up

Research reveals that all people from birth to maturity pass through similar growth stages. Each child has his own individual rate and potential for development which is based on inherited genes and environmental influences. Growth is rarely ever a smooth process; plateaus of slow development and peaks of rapid advancement may vary in areas of cognitive, intellectual, emotional and social progress. For example, a twelve year old may have the body of a fifteen year old, but possess a ten year old's emotions and social abilities.

Attempts to change or foresee a child's inherited capacity for development may hinder or block future progress. A well-meaning mother can cause her child to hate reading by forcing the child to tackle material beyond his or her abilities. A child faces various types of learning situations at different stages of development. A child shows readiness to advance to the next developmental stage when he has mastered the learning situations of a previous stage. The various stages seem to follow a fairly uniform pattern for all children of the same culture, making it possible to determine important learnings at each level.

Child development is the study of the complex and interrelated changes that occur in a person from the moment of conception until death, including physical, mental, social, and emotional growth. The purpose of research in the area of child development is to help parents, teachers, and other concerned adults to understand the processes by which a child matures. Adults can guide children in successfully adjusting their personal life and leading happy, useful lives.

SUMMARY

Children have been studied and observed since the beginning of civilization; however, not scientifically, until the early thirties when a systematic approach to child study emerged. Behavior changes and reasons for such changes are studied by physicians, biologists, psychiatrists, psychologists, anthropologists, and educators, all contributing toward a composite view of the growth process. Two principle types of research are used. One, the cross-sectional study, involves large numbers of children whose behavior is observed and compared, thus finding characteristic behaviors of certain age levels. Patterns of behavior for a particular age level are established and described. The other approach is the longitudinal study, which follows a single child or a small group of children for a long period of time observing behavior changes. This is known as a case study.

The period from birth to twelve years of age is one of the most meaningful portions of time in any life history. The earliest experiences of an individual form the basis for all that develops in later life. Adulthood may be viewed as the unfolding of qualities developed in childhood. Childhood vitally affects adulthood. Children comprise about one-third of the people of the world. Serious study of this life period is growing, because of the quantitative immensity and qualitative impacts of childhood.

Bernard and Huskins. Exploring Human Development. Boston: Allyn and Beacon, Inc., 1972.

CRM Books. Developmental Psychology Today. Del Mar, California: 1971.

Read, Katherine. The Nursery School, Fifth Ed. New York: W.B. Saunders, 1971.

Weiner and Elkind. Child Development: A Care Approach. New York: John Wiley & Sons, 1972.

Lesson Plans
WEEK III
LEARNING TO OBSERVE

BEHAVIORAL OBJECTIVES: The student will
1. continue to explore how to observe.
2. learn how to do a child study paper.

EVALUATION TASKS:
1. Brief quiz
2. Assignment on subjective and objective statements.

INTRODUCTION
Ask about any concerns or questions.

ACTIVITY A PRACTICE OBSERVATION SKILLS
Purpose: To sharpen observation skills.

Directions:
1. Read, "Ten What: by Richard Hoban
2. Answer the following questions:
   a. What colors are the mouse's clothes? (page 3)
   b. What was in the trees on the last page?
   c. How many elephants were there?
   d. What was in the garbage cans?
   e. Describe the three clocks.
   f. Describe the two agents.

ACTIVITY B OBSERVATION GAMES
Purpose: Practice in observing.

Directions:
(Student Directions)
Game 1 Describe objectively the last person you saw before you entered this room. This should be someone you will see again after leaving here.

(Teacher Directions)
Game 2 Gather together items that have meaning for early childhood students, i.e.: toys, games etc.
Be sure to have several unusual items. Do not give any directions.
   a. Take one object out of a bag at a time. Give a brief viewing time. About several seconds per item. Place each item out on a tray.
   b. Replace each item in the bag.
   c. Ask students to list all the items they can remember.
   d. Discuss the findings. How many items did you remember? Do a comparison study on the number of people who remembered each object. List on the board each item. Examine the items that were remembered by most of the class. Why were these items remembered. Why weren't other items so easily remembered?

(Teacher Directions)

Game 3 This game is to see who can gather the most names of other students in the class.

a. Tell class that there will be a prize given to the one who can collect the most names within a ten minute period.
b. Names must be collected in this manner.
   (1) Ask each person to write down his/her name.
   (2) When time is up, you must stop.
c. The winner must be able to identify each person.
d. Discuss the experience. What learnings are involved? How did giving a prize affect the learning of the names? What about the time limit?

LECTURE #5 METHODS OF CHILD STUDY IN DEVELOPMENT PSYCHOLOGY (pp.41-43)

ACTIVITY C OBSERVATION OF ROCKS

Note: Materials needed: rocks and plastic garbage bags, one bag for each group of five students.

Purpose: To enhance observation skills.

Directions:
1. Choose three or four people and form a group.
2. Place rocks in the bag provided.
3. Describe your rock to the group. Have each group member draw the rock as you describe it. Don't let anyone see the rock.
4. Next, without looking find your rock by feeling it in the bag. Show it to the group. Have them compare it to their drawing. Be sure to put your rock back in the bag. You may take it later.
5. Discuss the observation and your feelings about this assignment.

FILMS: "Learning Is Observing" Chaffey College film
"Learning To Observe" Los Angeles County film

LECTURE #6 OBSERVATION: ONE METHOD IN CHILD STUDY (pp.44-49)

CLOSURE: Please write one question on a three by five card. Choose a question that you might expect on a quiz. Hand to the instructor. As time permits each question will be asked and answered.

ASSIGNMENTS:
1. Choose the child you will be observing.
2. Do page 50 on objective and subjective statements.
3. Read Week IV (pp. 52-66).

LECTURE #5

METHODS OF CHILD STUDY IN DEVELOPMENTAL PSYCHOLOGY

How do children learn and grow? What causes behavior? Why does a teacher behave in a certain way? What implications does a child's behavior in a classroom have to do with his total growth and development? Research gives suggested answers to the many questions teachers continuously must ask and answer in order to teach. Teaching is based on decisions made as to philosophy, values, goals, curricula and procedures carried on in a classroom. Research helps a teacher become aware of the many variables, conditions, and objectives which should be examined before decision making. Even then the teacher must continually remain flexible and open to new findings concerning behavior and development. Behavior can be studied through research. Psychologists form theories based on research and try to predict theeffect of certain conditions on later behavior and to reconstruct the conditions that led to current behaviors or to control future behaviors.

Developmental psychology is concerned with the description and explanation of changes in an individual's behavior that are a result of maturation (growth) and experience. Behavior can be defined as an observable act which can be described in the same way by more than one person.

The human organism as a changing system is dependent upon its biology, but is also constantly subject to the effects of experience. Development implies orderly change. Gesell described growth as periods of rapid development followed by periods of relative stability. These stages are periods in which the function and relative emphasis of the type of behavior differ from other periods of life.

Behavior occurs in two different ways: (1) continuous and (2) discontinuous. This is the stage theory of development. Progressive change is dependent upon the previous stage. Stages are progressive, orderly changes, and are defined by specific criteria. Phases are broad chronological divisions of the human life cycle.

Beginning phases include:

1. The Prenatal phase starts ten weeks after conception, when gross adaptive forms of behavior begin to develop.
2. Infancy starts at birth and ends when the child begins to exist independently at around 10 months.

There are various theories of development. These include John Locke's theory of the "Tabula Rasa"--a "blank slate" with which a child is born, and on which the experiences of his life are "written," for better or worse. Skinner, a behaviorist, expounds the stimulus/response theory. This theory emphasizes the relationship between stimulus and response. Skinner believes that the stimulus is unimportant, because the response (the way a child reacts) can be changed (or conditioned) in such a way that the child can react in a positive way. This is often called behavior modification. Erikson maintains that there are critical periods of growth with certain types of experiences and certain types of attachments necessary to advancement.

As the child reaches the preschool years the parents' opportunity to control their child's world begins to decrease. The child is mastering language and learns social control. He learns to control aggression and

take turns and behave according to social customs. During adolescence physical changes occur. Maturity, and finally, old age end this cycle.

There are various methods of child study used to understand the ages and stages of development and to learn how to diagnose, predict, and control behavior. Insight or introspective studies opened up new vistas to adults concerned with child study. Although introspection was invaluable to help adults understand young children, this type of study is not objective.

Clinical study consists of in-depth interviews and observation of an adult or child. Piaget points out that perception alone is not an adequate basis for making such judgments and that observation is scientifically acceptable data only if controlled. How the behavior is to be recorded must first be decided and then the recorders must find the observed behavior to be reliably and consistently recorded. Next, how will the behavior be categorized and analyzed? What type of unit or rating will be used? Observations are of little scientific value unless they can be measured and quantified.

Another area used is experimentation, which is the investigation of the effects of a particular variable (independent because it can be manipulated) on behavior (dependent variable) chosen to experiment with the results. What happens to behavior if I experiment with a particular independent variable?

Developmental psychology is interested in collecting data which can be used to construct a theoretical model for how children learn, grow, and develop. Each diffeent theory in developmental psychology has a different theoretical model, which explains growth and development. These areas include

1. The psychoanalytic model, which constructs theories of emotional or affective states and how they develop and influence behavior;
2. the behavioral model, which studies learning and behavior and examines both the processing of new information and social behavior; and,
3. the cognitive theory, which concentrates on the thought processes.

The developmental psychologist is a scientist, who uses knowledge or data from (1) casual observation, or (2) manipulation of the environment. His task is to understand human behavior from data he collects. Human behavior is compared at different levels of development and emphasis is on what determines changes that occur.

Methods in developmental psychology include naturalistic observation where the observer has no control over the situation and cannot test conclusions; and the experimental methods, where conclusions can be tested and the environment controlled.

In the experimental method, subjects are chosen randomly. The independent variables are identified and the experimenter decides how he will manipulate these factors and what effect they will have on the behaviors being measured. The experimenter controls and sets up the environment. From his sample of subjects he generalizes his findings to a larger population.

Two types of studies can be initiated (1) the cross-sectional, which is a comparison of age groups (are groups different, or is it the age?); and (2) longitudinal "period of time." Longitudinal studies emphasize as their major goal the identification of uniformity and diversity in individual patterns of growth over time. Emphasis in this method is finding out about growth phenomena.

Research has revealed a body of knowledge about young children which is vast and overwhelming. A student must start slowly, beginning to read and digest and develop his own theories which incorporate this body of knowledge. Most important is the practical application of theory based on research to teaching and the teacher's relationship with the child.

References: CRM. Psychology Today.

Note: By now you have noticed that the lectures are repetitive. This is by choice. I have repeated several ideas in various ways to reinforce the course objectives. To study these ideas you might want to outline each lecture and put them in your own words.

LECTURE #6

OBSERVATION--ONE METHOD IN CHILD STUDY

The preceding lectures explored various methods in studying young children. The assignment for this class is to use methods of studying one child or a group of children and to organize the research data into a report based on the investigation of behavior. The following part of this paper explores the use of observation notes as a research tool. Every teacher should have the skills necessary to take accurate observation notes before beginning to teach.

A teacher must continually study, make records and evaluate the behavior and growth of (1) individual children; (2) group development; and, (3) program planning. "All teachers want to understand their children better." (Cohen and Stern, p. 1) Observation notes at every age level help the teacher focus attention upon the behavior of students. Using recording techniques helps teachers in achieving various degrees of understanding of children's behavior.

The reasons for the study of an individual child include

1. The increased perceptiveness of details of behavior;

2. The skill in organizing one's thinking and in gathering material about children;

3. The application of theory and knowledge of human development to a living child;

4. The ability to focus the teacher's guidance efforts constructively.

Teachers observe children in the classroom to learn how to enjoy children and to appreciate them and to learn how to teach. Children give off clues as to their interests, needs and abilities. In order to maximize the educational opportunity for each child, a teacher needs to know and understand each child as thoroughly as possible and plan for his individual growth and development. In note taking, skills are practiced in reporting behavior. This takes a long time to develop, and daily practice leads to competence. Only through actual note taking can teachers help develop awareness of the meaning of a child's behavior and learn to see beneath the surface behavior to children's real feelings and intent.

I. From observation we can learn how

   A. To apply textbook theory to real children and life situations.

   B. To become objective in describing and recording behavior.

   C. To encourage the student to interpret the notes and sum up the observations.

   D. To learn how to observe, and to use these observations as the basis of curriculum development.

II. How To Observe:

A. Decide what you want to see and record. Be specific.

B. Arrive on time and remain the full time.

C. Make yourself comfortable. Dress for the weather, leave wraps and purses outside the classroom.

D. Learn How To Observe

1. Do not become bored or indifferent.

2. Do not talk during the visit.

3. Do not interrupt the teaching/learning process.

4. Do not become restless.

5. Do not encourage children to notice you.

6. Do not talk to children unless the child talks to you first.

7. Briefly explain to the child what you are doing and how you are observing.

8. Do not be critical.

9. Do not interpret as you watch--try to remain objective.

E. Rules of Observation:

1. Look at the behavior and the situation of the child. The observer has to see behavior and the situation that causes it all at once. Record as much of the situation as possible; however, do not include anything which does not have complete significance to the incident.

2. Record an action only if that action has something to do with the subject OR INCLUDES the subject. For example, "a loud noise." If it does not distract the subject, don't include it.

3. Observe and report the environment of the subject as fully as possible.

4. Do not include interpretations in the text. In the final copy of the report be sure to identify any interpretation of materials in brackets.

5. Record "how" the subject does everying. Use adjectives to describe behavior.

6. Record "how" everything is done by any person who interacts with the subject.

7. In the final report place in order all the main steps. How did the behavior start and what did he do next?

8. Whenever possible, state descriptions of behavior positively. State what the child did, not what he didn't do.

9. Describe the setting of the situation--inside or outside, etc.

10. Put no more than one thing the child has done in one sentence.

11. Do this also for any other person in the situation.

12. Do not report observations in time intervals. Do record time in terms of minutes of observations, but do not limit observations to time intervals.

Barker, R.G. and H.P. Wright. Midwest and Its Children. New York: Row, Peterson & Co., 1954.

Wagoner, Louisa C. "How to Observe Young Children." Childhood Education, May, 1937.

Wright. Recording and Analyzing Child Behavior.

III. Types of Record Keeping:

A. Anecdotal Recording:

1. Date, place, child's name and description of setting.

2. Factual description of actual event.

3. Comments, observer's feelings, background information, etc.

B. Running Record:

1. Date, place, child's name, setting.

2. Length of time recording.

3. Recording of everything: events, words, expressions, etc., for a set period of time.

C. Time Sampling--there are two ways of taking a Time Sample.

1. A running record is taken for a set amount of time at certain intervals, i.e.; 5 minutes in the morning, 5 minutes in the afternoon, 5 minutes in the evening, or ten minutes per day for a week at specified times.

2. An observation of a certain behavior for a specified amount of time. This behavior is defined. A Time Sampling chart is made. Observation consists of checking the behavior on the charts as it occurs.

D. Paired Observations--simultaneous recording by two persons of some events, usually in running record form. These are then compared and evaluated.

E. Categorization--a chosen topic is defined and then divided into categories which are carefully defined. Anecdotes are then collected to illustrate each category. These include

1. A topic and its definition.

2. A list of categories and their definitions.

3. Anecdotes to illustrate each category.

4. Evaluation or explanatory comments.

F. Developmental Summary: A written description of a person's current stages of development showing areas of growth, strengths, and needs, followed by evaluation and suggested guidance measures.

IV. Suggestions for the Child Study paper:

A. Make five observations which include the child's play, intellectual, physical, social and emotional development.

B. Use five different child study techniques to do these observations. (running records, anecdotal notes, interview, time sampling, and event sampling) Be completely objective; do not interpret observations.

C. Summarize the child's development from your data. Review the paper on how to write a summary.

1. How did you feel about the child's behavior? (emotions)

2. What were your judgments? Were they based on research, insights or your emotions?

3. What research have you read that would help interpret the notes, disprove them or reinforce them?

D. Make a guess or hypothesis based on the data that you have gathered and your interpretation of the material.

1. Write down this hypothesis in a testable way. See if you can do something that either disproves it or proves it to be true.

2. Decide on a simple diagnostic test. For example:
   a. Piaget's test of convervation.
   b. Piaget's questions.
   c. Goodenough draw-a-man test.
   d. A self-concept inventory.
   e. One of your own making.

3. State your findings. Describe results.

E. Based on all this evidence about the child you are studying, choose several activities for either home or school which will help the child grow in one of the areas of development. Be specific.

F. EXAMPLE:

I chose a child named Albert to observe because I was concerned about his inability to let his mother leave each morning. I did all five of my observations at the nursery school. To test out my judgment about his ability to deal with separation anxiety, I observed him at various times of the day in order to find out all I could about his emotional, social, intellectual and physical development.

I found from my data that he was physically well coordinated and that he balanced out his own activities between active and quiet play after he finally became involved with the group. Albert found large groups over-stimulating, but he played well on a one-to-one basis with several children. Intellectually, he was curious and asked many questions. Emotionally, Albert often needed support from a teacher to protect himself in dealing with aggression. In addition to crying every morning, he showed signs of anxiety each morning about 11:30 and would ask, "Is it almost time to go home?"

From these notes I decided to take the following actions:

1. I reviewed my own separation anxiety feelings, because I know that this is a difficult area for me. (Introspection)

2. I reviewed the research on separation anxiety to reinforce my own feelings or to set them in a proper perspective.

3. I tried to find out from his mother what was happening in his home life that might contribute to the difficult time Albert had in leaving his mother. I found out that a baby brother had just been born.

4. I formulated on paper a hypothesis that I could test out in school that would give me some clues so that I might help Albert make a smoother transition.

<u>Hypothesis</u>:

Albert seems to have a difficult time making the separation from his mother in the mornings at nursery school. If the teacher helps him verbalize his feelings about leaving his mother in the mornings and then helps him become involved in an activity which interests him, he will be able to leave his mother at the door without crying and choose an activity upon arrival.

Diagnostic Procedures:

A. Teacher finds ways to help Albert tell his mother about his anxiety.

B. Each morning for a week the teacher can have an activity that he likes ready for him.

C. The teacher can time the crying and length of crying each day. Observation notes will be taken on (1) whether he goes willingly with the teacher to the activity; (2) the amount of time it takes for him to begin the activity; and, (3) the length of time his mother has to stay.

By the end of the week Albert still holds onto his mother's hand but asks the teacher what they are going to do today. There is no crying, but he looks back at his mother and tells her to please stay for one minute while he goes to the table.

From these further observations and testing (the hypothesis) the teacher concludes that he needs help in making the separation from his mother. Helping him make a choice upon arrival at school will help him make the transition between home and school. Suggested further activities would be:

1. Greeting him when he arrives.
2. Having a high interest activity for Albert to get involved in.
3. Talking about feelings of anxiety.
4. Drawing pictures of anxiety.
5. Make paper plate clocks which show going home time.
6. A tape of mother's voice.
7. A favorite object of mother's to be brought to nursery school.
8. Books: The Night Mother Was Away

   Nightmare in My Closet

   Bread and Jam for Frances. Hoban, Russell. Harper & Row. 1960

   Bedtime for Frances. Hoban, Russell. Harper & Row. 1960

   Where the Wild Things Are. Keats, Ezra Jack. Harper & Row. 1967

   Peter's Chair
9. Talking to his mother about separation anxiety, referring her to a counselor, depending upon the depth of the problem.
10. If the problem is severe, play therapy might be indicated.

OBJECTIVE AND SUBJECTIVE STATEMENTS

Explanation: Decide whether each sentence is subjective or objective. Write an "O" or "S" before each sentence. Answers are at the bottom of the page.

1. Child with roller skates on and tennis shoes.
2. Mother teaching daughter how to roller skate.
3. Touching feels nice.
4. Sitting on wooden horse.
5. Child holding a glass.
6. Pushing buttons to hear the noise.
7. Hand is on truck.
8. His finger is in his mouth, they are posing and they are friends.
9. Mother is reading or pointing to picture and is asking child to name it.
10. She has high heels on. Her pants are blue and her head is covered.
11. Two children sitting on a step.
12. Girl is resting.
13. Toddler heading for mischief.
14. Puppy licking boy.
15. Learning how to walk.
16. Girl laughs while father drowns.
17. The child is playing that she's a cowgirl.
18. The girl is playing with her doll house.
19. The child on the right is wearing overalls.
20. The baby is reaching out to the apple.
21. Father and son playing together. Maybe giddee-up horsey.
22. The child is feeling pleased with her work.
23. The baby's hands are touching the floor.
24. The child is sitting with her mother reading a book.
25. The child might have an earache.
26. He is recognizing that there are shapes above him.
27. The lady is holding soap in her right hand and the baby is leaning its head on the blue rubber tube.
28. Children are hunting for caterpillars.
29. The girl has a wooden spoon or spatula in her right hand.
30. Pretending they are Indians.
31. The children have their hands on their knees;they are looking down.
32. The little boy looks like he asked the lady a question.
33. Four little boys are playing with their birthday toys which they received on the same day.
34. Two young children are standing in front of an easel. Both are looking toward the easel.
35. The child is playing in the water.
36. The boy is frightened.
37. The boy's hands are cupped.
38. The child is sitting on the floor.
39. Learning how to walk.
40. Puppy licking boy.

These sentences were written by students. Subsequent classes questioned several of the answers. If you disagree with any of the answers, be sure to back up your opinion with the exact reason for the disagreement.

The following numbers are objective 1-4-5-7-10-11-14-19-23-27-29-31-34-37-38-40

Lesson Plans
WEEK IV
INTRODUCTION TO
CHILDREN'S PLAY AND
THE USE OF RUNNING
RECORDS

BEHAVIORAL OBJECTIVES: The student will
1. learn how to write running records.
2. observe children at play.
3. know the 7 categories of play.

EVALUATION TASKS:
1. Do two 10 minute running records on a child's play.
2. Be able to interpret the type of play observed.

INTRODUCTION

Purpose: To share the assignment on the anthropological field observation.

Discussion: This week we are going to learn how to do a running record. The visits you already made were probably recorded in the form of a running record. Everything you saw or heard should have been written down as completely as possible. Share some of these visits. Don't tell us where you went; let us guess.

DISCUSSION:
1. Work in groups of four or five.
2. Continue to discuss the anthropological observations.
3. Share the findings on the data you gathered about the questions on pages 27-30

FILM: CHILD'S PLAY AND THE REAL WORLD

FILM STRIP: Play
Purpose: To present the categories and types of play.

LECTURE #7 PLAY AND THE TOTAL CHILD (pp.54-57

ACTIVITY A ANALYZING MAGAZINE PICTURES OF CHILDREN'S PLAY
Note: Materials needed: magazine pictures of children, glue, scissors and paper.

Purpose: To practice analysis of children's types of play.
To reinforce the idea that children learn through play.

Directions:
1. Work in groups of four or five.
2. Choose two pictures for each group member.
3. Describe what the child is learning. Use only a one word description.
4. Decide what category of play this picture illustrates.
5. Share your findings with your group.
6. Make a poster of the group's pictures with the information.

LECTURE #8 WRITING OBSERVATIONAL NOTES: RUNNING RECORDS (pp.58-59)

ACTIVITY B Lesson Plan: Class session with children (pp.65)
Note: This is not always possible. You might choose to view the video tape instead.

VIDEO TAPE #1: OBSERVING CHILDREN'S PLAY AND THE USE OF RUNNING RECORDS

CLOSURE: THUS A CHILD LEARNS By Frederick J. Moffitt

Thus a child learns
by wiggling skills through his fingers and toes into himself;
by soaking up habits and attitudes of those around him;
by pushing and pulling his own world.
Thus a child learns;
more through trial than error,
more through pleasure than pain;
more through experience than suggestion,
more through suggestion than direction.
Thus a child learns;
through affection,
through love,
through patience,
through understanding,
through belonging,
through doing,
through being.
Day by day the child comes to know a little bit of
what you know;
to think a little bit of what you think;
to understand your understanding.
That which you dream and believe and are, in truth,
becomes the child;
as your perceive dully or clearly;
as you think fuzzily or sharply;
as you believe foolishly or wisely;
as you dream drably or goldenly;
as you bear false witness or tell the truth.
THUS A CHILD LEARNS.

ASSIGNMENTS:
1. Start observing a child's play. Do two 10 minute running records. Be completely objective. Do not say "he is playing," but describe the actions.
2. Read the materials for Week V. (pp. 67-95)

LECTURE #7

PLAY AND THE TOTAL CHILD

Play has been a traditional part of a nursery school from its beginnings. Educators felt that play was the natural way children learn. In 1947, a two year grant from the National Institute of Mental Health allowed an exploratory study of play in fostering healthy personality development. This project, directed by Dr. Ruth E. Hartley, is a classic study. The potentials of play materials and expressive activities for understanding a young child were explored. The method Hartley's group used was diary recordings of children at play. The child was observed both a natural play and at activities that were experimental in nature.

By studying play it was discovered that it involved the total child: intellectually, physically, (both small and large muscles) socially (although also alone) and emotionally. Children explore their surroundings with all their senses and by doing so learn for themselves what the world is all about. The child experiments, tests out ideas, gains knowledge in a non-threatening atmosphere, directs himself, explores, and directs his own activities, all through play.

In a preschool situation, spontaneous play is planned by scheduling a "free choice" period. This period is one of the most important times of the day. The child chooses activities within the planned environment. The teacher must remain constantly alert in order to support, encourage, and reinforce the child's behavior during this time.

Observation is important to the teacher who teaches through spontaneous play activities of children. From continuous and systematic observation you can determine

1. How each child learns. Observations can provide you with information about each child's
   a. preferred sense mode
   b. preferred materials and activities
   c. development of gross and fine motor coordination
   d. development of visual and auditory perception
   e. attention span
   f. use of play medium
   g. willingness to join the group
   h. relationship with peers
   i. ability to tolerate frustration
   j. verbal ability
   k. concept formation
   l. individual progress.

2. When to change the physical environment to encourage specific activities.
3. When to provide additional props.
4. When to enter children's play to extend learnings. (by asking questions and giving suggestions)
5. When to make additional information available to children.
6. When to remain outside the children's play.
7. When to join in as a participant.
8. When to allow sufficient time for children to play out their ideas.

9. When to help children verbalize their understandings.
10. The effectiveness of your own teaching style.

By writing down observations, more details can be noted. Memory is not always reliable. With written notes a teacher can analyze and re-read what has been recorded. The teacher can then plan, guide, and help meet each child's needs more specifically.

Often parents suspect preschools who use play as being glorified baby sitters. Have you overheard a parent say, "All my child does at his nursery school is play." This criticism could be accurate unless teachers carefully plan the choice of play activities and set up the environment. The teacher needs to know how play helps the child grow and learn. She needs to know how to set up the environment to maximize growth. She needs to know what equipment to buy and what activities to encourage. She needs to know when to extend play and when to leave a child alone. Research studies have provided us with this knowledge, although there is not enough research and more needs to be done.

Then when parents state, "Why do you only play? Why don't you teach my child something?" The teacher can be reassuring. "Play is the work of young children. He is learning how to

1. become self-confident and make his own decisions; he acts as an investigator and through trial and error he carried out experiments.
2. use his own body; he develops strength and agility; through the repetitive nature of play, he learns how to master his body functions.
3. express himself; he develops his language abilities; new objects, events, and people encourage new words and allow vocabulary to grow.
4. master materials and to examine the properties of such materials;
5. relate to others; he must wait, share, and cooperate with his peers; he is given opportunities to respect other people and their property.
6. solve problems by mastering feelings and learning ways to cope with emotions and frustrations.
7. enjoy himself;
8. understand his world through imitation; he relives experiences and gains new understandings of how the world works."

For a more complete analysis on children's play read Hartley's classic study on Understanding Children's Play. In the following list Pat Mohr defines several types of play with an emphasis on intellectual development:

EXPLORATORY PLAY:	Reading out, finding objects, moving body, finding new territory.
MANIPULATIVE PLAY:	Moving objects, mouthing objects, discovering their properties, smelling objects.
SPONTANEOUS PLAY:	A reflection of emotional as well as intellectual needs. Moving from one form of play to another by following one's own thinking and insights.

CONSTRUCTION PLAY: Placing one object in relation to another; begins with 1 or 2 blocks and gradually develops into complicated structures which can be used in dramatic play.

DAY DREAM PLAY: Using ability to create images in mind, to place one's self in different places and times and roles; helps in understanding one's self and world.

DRAMATIC PLAY

ROLE-PLAYING: Taking on the roles of people around them, trying to discover what is involved in the role, discovering what role is suited to self, what the role feels like, gaining more information about the role.

IMAGINATIVE: Creating situations for self and working out reactions and solutions.

FANTASY: Creation of imaginary characters and working out of the real world.

SOCIO: Playing out community (first family) scenes and relationships. Closely related to role and imaginative.

A further classification on play is

UNOCCUPIED: The child can not be observed being involved with anyone.

IMITATION: The child models those around him and behaves in the same manner.

SOLITARY: The child plays alone.

OBSERVATION: The child observes play but does not participate.

PARALLEL: The child plays alone but alongside of others but is primarily interested in his own activity.

ASSOCIATIVE: Two or three children play together. Both the group and the activity change constantly. There seems to be no real involvement.

COOPERATIVE: Four or five children (may be fewer) play together. The group may remain the same and want to carry over some activities and have the same equipment on another day. The children show evidence of sharing their ideas and equipment with a common goal in mind.

ASSIGNMENT

The first assignment for the child study paper is to observe a child engaged in play for two 10 minute segments. Diary recordings or running records are to be used. This method of recording can be done in a naturalistic setting which does not need to be controlled, and can be fairly accurate, objective and descriptive of the child. From these records a teacher can gather information (data) and gain insight into the child's behavior socially, physically, emotionally, and intellectually. Also, the teacher can find out what kind of play the child is doing. After you take the running records, determine what type of play from Mohr's list and what category of play from Hartley you have described in your notes.

The next lecture gives details on how to take a running record.

REFERENCES

Hartley, Ruth E. Understanding Children's Play NY Columbia Univ. Press 1952.

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LECTURE #8

WRITING OBSERVATIONAL RECORDS: RUNNING RECORDS

Everyone bases their theories about human behavior on their own experiences and observations. Piaget's stages, Spitz' theory on "maternal deprivation" and Harlow's ideas about "mother love" all evolved from informal observations. Informal observations can lead to more controlled studies. Piaget developed complex clinical situations in which he studied children. Spitz observations were organized and Harlow set up an experiment in which he observed monkey behavior. When observation rules are followed and objective notes transcribed, patterns and correlations about behavior can be discovered which are more reliable and valid than the casual observation. Advantages over the laboratory experiment include the potential generalization to a larger population and the study of real life in its natural context. Observations in the natural environment are labeled "naturalistic."

There is a need for more descriptive data about human behavior. More is known about the characteristics of animals, the growth patterns of plants, the properties of gases and liquids, than about human beings. Granted it is more difficult to study humans than animals; however, it can and should be done. Humans can not be subjected to certain conditions but they can be observed, and observations can give data that is valuable.

Observation is the fundamental basis of any science. A trained observer can be selective according to stated purposes. The observer must learn to be deliberately objective rather than subjective. Observing and recording must be practiced. An objective note is only what can be seen or that which belongs to the observable world. The question to be answered is, "What is reality?" This answer must be separated from personal reflections or feelings. Facts are to be recorded without distortion by feelings. Personal experience and opinions which arise from conditions within the mind and are not caused by external stimuli influence observations. Reality is interpreted as part of what is perceived by the individual and is distorted by the observer's own particular attitudes or values. In observing, reality must be independent of the person's biases.

Complex human behavior involves many variables. Question the eyewitness of a traffic accident or a hold-up, or interview fans of a baseball or football game and often accounts vary considerably. Woe be to the referee or umpire who disagrees with the crowd. Be very careful when you observe. Describe what the child <u>does</u>. Don't report what you <u>think</u> the behavior means. For example, don't say, "The child was afraid to climb the stairs." Instead say, "When the teacher asked, 'Johnny, would you climb the stairs?' The child hung on to the teacher's hand, whimpered, and cried." Don't say that he is talented or proud or likable, or has a complex or is a show off. These are your opinions. Don't attribute motives to the child. We don't know for sure why he is doing something. Usually in working with children we are rewarded for insightfulness, but when taking observation notes we want to suspend judgment and interpretation.

RUNNING RECORDS

The running record is perhps the most valuable of all observation techniques. Every beginning teacher should consider practicing this observation method until behavior can be recorded fully, thoroughly, and vividly so that the scene can be reconstructed. It takes time to learn how to record what actually happens in the classroom. Only one child at a time should be chosen as the subject for a running record. Write down as clearly as possible everything the child does and says. Be unbiased. When you go into the classroom follow these rules:

1. Sit down. Find a suitable, inconspicuous spot.
2. Don't intervene with the children, that is the teacher's job, unless in an emergency you are asked to help.
3. Focus on a particular child, watch him/her for 10 or 20 minutes before beginning to record. This will give you a sense of the atmosphere. Sketching the environment is helpful.
4. Note beginning time. Record what the child does, how he does it and the observable quality of his behavior. (Using abbreviations may help you)
5. Concentrate on getting the facts. Later you can work on better descriptive skills. Note ending time. Time noted when activity is changed is helpful.
6. Try practicing for 2-3 minute intervals before you actually start the assignment. Give no opinions.
7. Go home and put your notes in finished form. Use the present tense. Include the age and sex of the child, date, location or environment, others present, or any special stimulus.

EXAMPLES OF RUNNING RECORDS

NAME: Seth
DATE: October 1 (add year)
PLACE: Elementary School
SETTING: First Grade Classroom
TIME: 10:20 to 10:40

The children are all seated at their desks working on combinations (addition and subtraction) printing their first names and writing numbers in small square blocks 1 - 100. Seth turns in his seat, looks at the observer and smiles. He sits in the front row in the first desk by the door. The teacher is in the front of the room and she asks, "How many children are finished with their work?" Seth raises his right hand. Teacher, "Okay the rest of those not done may take 5 more minutes to complete their work." Teacher calls one of the children to the front desk to work. Seth looks toward the observer and smiles. He holds his pencil out in front of himself and writes something on the paper on his desk. He moves the paper across his desk with the eraser of his pencil and then wiggles the pencil between his fingers. He looks in the direction of the open door. He turns to the observer and smiles. He leans back in his chair and flops his feet out in front of him. He puts his hands to his mouth and then to his cheek. He looks and smiles at the observer. With his left hand on his left ear, he wiggles the pencil in his right hand while looking out the door. He pulls

at the tip of his pencil and makes some more marks on the paper. He wiggles the pencil in his left hand while twisting face and mouth around. He squints eyes and taps pencil on his hand. In the front of the room, the teacher is working with a child. Seth looks over in their direction. Teacher, "I see a talker." Seth twitches his left eye and taps eraser on the table in front of him. He erases across the top of his desk and scoots eraser all over the desk. He taps pencil; holds pencil under his chin and rubs mouth and picks at the inside of his nose. He rests chin in his hands and taps side of cheek with the pencil. Teacher, "No talking and finish paper." (To room in general) He puffs mouth up and taps two pencils together. He turns around, looks around the room and then at the children behind him. Teacher, "Laura do you have gum?" Laura gets up and puts her gum in the waste basket. Seth hands one of his pencils to the girl sitting behind him. The girl doesn't take it. (He wiggles both of them back and forth looking at each pencil with separate eyes.) Seth turns around and looks behind him. The teacher is back in the front of the room and says, "How many fingers?" (She holds up 4 fingers on the right hand.) Seth doesn't look toward the teacher. He repeats the numbers the other children are calling out. Teacher, "Place your papers at the corner of your desks and then write the answers to your combinations." Seth moves the papers to the top of his desk and starts to write. Teacher, "Eyes on your own papers." He writes on the paper and counts on his fingers. He looks over at his neighbor's paper. He looks again toward the observer. He looks towards the teacher when she says, "I see lots of heads down on their desks and this tells me you are done." Seth finishes his combinations and starts to work on his number paper again. He does not put his head down on his desk. He looks at the tip of his pencil. He twists his face around, squints his eyes, ruffles up his nose and wiggles his mouth. He hits the side of his head with his hand. He erases and blows on his paper. He touches the lead of the pencil and writes on the paper. He looks down at Janice's purse that is laying on the floor because the teacher made a comment about it getting stepped on. He gets up from his desk and walks over to the observer. Seth, "I really like it around her." Observer says to him, "You'd getter go back and sit down now." He walks back to his desk and sits down. He picks up his pencil and writes on the paper. He tilts his chair back on its two legs.

NAME: Suzie
DATE: February 1 (year)
TIME: 5:20 pm
AGE 2½

SETTING: Suzie is in the driveway outside in the cul-de-sac in front of her house. The driveway is semi-steep and a bicycle can be ridden all the way down to the end of the cul-de-sac. The driveway's entrances on the cul-de-sac have approximately ten feet between them. There are eight houses. Suzie is riding, for awhile, on her brother's Big Wheel. The seat is like a single seat in a car and is large enough for two small children.

RECORD: Susie steps over a newspaper and walks up the driveway. Her right hand holds a bottle to her mouth. She sits on her brother's Big Wheel, at the top of the driveway, with her left hand on the steering wheel. She sucks on her bottle for about one minute. Biting on the nipple she moves her right hand to the steering wheel and then back up

to the bottle. Susie then puts both hands and the bottle in her lap. Susie's brother comes and sits in front of her on the Big Wheel and they coast down the driveway. Susie's feet are spread wide and drag on the driveway. She yells for a second on the way down the driveway. At the end of the cul-de-sac, Susie's brother gets off and pushes Susie up the cul-de-sac. Meanwhile Susie has the bottle in her mouth, with both hands on the steering wheel and both feet on the pedals. Her brother pushes her up one driveway, onto the sidewalk, to another driveway and back. Her brother stops pushing her at the end of their driveway. He sits on the back of the seat, behind Susie. Susie cries. Her bottle is in her right hand. She stands up, straddles across the Big Wheel's bar. She gets off, goes up the driveway and onto the sidewalk leading to her house. She yells, "Mummy, Mummy!" as she reaches up with her left hand, opens the door, and goes in.

SECOND RUNNING RECORD ON SUSIE
Time: 5:15 Date: Saturday, February 4

SETTING: Susie is with her brothers at the top of the driveway. The area is about twenty square feet and is level. The two-car garage is to the left of this area and is a single building. There are approximately four feet between the side of the garage and the neighbor's fence, lining the property. Behind the garage is a fifteen square foot area. It has a hill sloping at a fast decline, which has fairly large rocks on it. There is a fence on the other side of the garage, enclosing the area. The fence has a gate. In the beginning of the observation, Susie is sitting on a green horse that is on wheels. It only goes straight ahead. The handle bars, made of wood are coming out of the horse's ears.

RECORD: Susie stands straddling a plastic horse with her hands on the handle bars. She pushes the horse. She pushes it ten feet further. Her oldest brother pulls the horse out of her hands. Her brothers run on the four foot path next to the garage and she runs behind them. She talks to her brothers. They all giggle. She runs with her brothers to the neighbors front door. Susie stands back on the front of the porch while her brothers proceed to ring the doorbell. Her brothers take off running. She hesitates, but her older brother calls her and she comes at his command, running with her arms horizontally at her side, to the side of the garage and behind it. They all run up rocky hill -- her oldest brother first, then the second oldest brother, and then Susie. They all come back down and go over towards the gate. (Her older brothers know that the observer is watching them from the other side of the gate.) Susie peeks through the opening in the gate. She steps on the crossbar of the fence and reaches for the crossbar above her head. Susie then grabs on with both hands to the high crossbar; she hesitates and calls, "Uuu mummy, Uuuu mummy!: observer helps her down. Susie's mother comes and calls the children in. Susie runs in front of the parked car. Her mother goes to that side to get her and Susie runs around the opposite direction. Her mother catches her by the wrist and walks with her to the gate. Susie goes in.

NAME: Mark
DATE: February 16
TIME: 10:00 am

SETTING: Preschool Classroom - Mark (4), Thad (4) and John (4) are gathered around a switchboard in a semicircle. John is standing on the left side, Thad is sitting in the center and Mark is standing on a chair on the right side.

Mark pulls out one of the plugs, holds it in front of his mouth and says, "John, John, I'm talking to John." He lowers his arm and the plug. He raises this arm again and holds the plug to his mouth, "John, John!" he says and looks in John's direction. Mark looks at someone who has just walked up, "Hey stick it in your ear," he says and they both laugh and giggle together. A teacher walks over to John, Thad and Mark at the switchboard. She asks Mark, "Will you put this in here? (the plug). Do you think I can do it?" Mark looks towards her and then replies. "No."

Someone yells, "hello." Mark picks up a plug and yells, "Hello." He drops the plug and fiddles with the dialing part of the switchboard. "I'm gonna talk to somebody." he says, and then he says, "Hey. Hello, talk to me." He sticks a plug into a hole, picks up another one and sticks it into a hole. He does this again and again laughing while he does it. Then he says, "stick it up your nose." laughing and giggling. About eight feet away from where they are playing, a teacher stops a child from running in the room and as Mark watches this his face takes on a somber expression.

The teacher leaves and Mark picks up the plug to the switchboard. He says, "Hi John." (talking into the switchboard plug) Calling up John, he sticks the plug in to the hole and reaches out his clasped hand to John and says, "Here, you want some?" He makes a throwing motion with his hand and his arm. He pulls out two plugs, looks at Thad and John and then sticks them back into the holes. He looks at the teacher. His eyebrows tense as he watches Thad and John arguing. He says, "Hey Thad, will you save these for me? Thad. Thad. Will you save these for me? I'm going to go outside." He hands Thad the plugs. Before Thad can answer, a teacher comes over and says, "Why don't you let one of the girls have a turn?" Mark looks away from her and then says, "No." The teacher pulls him away and he stands in the background watching. He turns his head and looks toward the observer, our eyes meet and he jumps up and down. John and Mark start to run around the room chasing one another laughing and saying, as they run, "stick it up your butt." They continue laughing and giggling while running around the room. The same teacher then comes over to them and says, "If your bodies feel like running why don't you go outside." "Okay.." they reply and go running outside into the play yard.

After writing up the record, read it over. Did you have any feelings about the child observed? Did the child do something you disapprove of? Do you like or dislike the child? What are your judgments or interpretations concerning the child's behavior. In example #1. Did you feel Seth was borned? What other reason might there have been for his continuous motion? What judgments or interpretations did you make about Susie's behavior. In both incidences her brothers take the toy away from her. How do you think Susie felt. What about Mark's

behavior? Was he selfish?

We all make judgments. Were your judgments based on your emotions or were they based on research? Jimmy Hymes says that the four year old is his own best press agent. Did you see this illustrated by Mark? Did Seth illustrate a first grader's behavior by not being able to sit still for long periods of time? Was Susie's behavior in calling for help typical of a two year old?

Seth was observed at work time in a first grade classroom. Both Suzie and Mark were observed at play. Describe Suzie and Mark's play behavior. According to Hartley's categories what was the kind of play?

These examples have included where the child is, where he goes, what he does, what he says, and to whom he says it. The setting and background are stated and the passage of time is clearly indicated. All of these details help someone to visualize the child's activities. In addition to these details we need to know how a child does something. This "How" conveys the behavior of the child as an individual. Were enough "How" details included in the three examples? Read the examples on page Is this record more detailed? For additional resources in this area refer to the following list of books.

Cohen, Dorothy H. & Virginia Stern Observing and Recording the Behavior of Young Children, NY: Teachers College Press 1974.

Medinnus, Gene R. Child Study and Observation Guide NY: John Wiley & Sons 1976. See especially pages 1 - 8.

* SAMPLE RUNNING RECORD
(also called a SPECIMEN RECORD_

Date: April 12, 1977
Subject: Amy, age 15 months, 16 days
Location: Backyard of Amy's home
Adults present: Amy's mother; observer
Stimulus: New box of crayons; legal pad

3:20 Mother is opening new box of crayons on her lap. Legal pad on ground. Mother demonstrates making lines on paper, saying, "Can you draw on the paper?" Amy takes crayon from mother, looks at pointed end, bites off pointed end and begins to chew. Looks at mother and then at observer. Spits crayon pieces out into observer's outstretched hand. Stands at mother's knee, takes another crayon, and begins to chew on pointed end. Again spits crayon pieces into observer's hand. Takes one crayon in each hand, sits down, and begins to make straight marks on the paper, holding the shaft of the crayon enveloped in her palm. She makes the marks lightly, moving the crayon toward herself. Her marks are confined to the paper. Amy turns a handful of pages, after dropping the crayon in her left hand. She makes about 8 marks, turns more pages, and makes a few more marks.

3:27 Amy stands up, says, "Whhh ddd," puts a brown crayon to her mouth and marks around her mouth (as though she were applying lipstick). She walks over to the dog's water dish, dips the end of the crayon in the water, walks back to mother with the end of the crayon in her mouth. She bites off the end of the crayon, and takes it out of her mouth with her fingers, then turns and gives the crayon piece to the observer.

3:29 Amy sits down by the legal pad again, takes the yellow crayon in her right hand, and begins to mark on the paper. She soon drops the yellow crayon and picks up the black. This time she holds the crayon with the butt end held against her palm. Her marks this time are darker and more firmly made. She drops the crayon, stands up, goes to mother, who has been tearing wrappings off the crayons. Amy begins to pick up the wrapping papers in both hands from her mother's lap, drops some and goes around her mother's legs to pick them up and puts them in her mother's hands.

3:31 Amy picks up the purple crayon, marks on her own face. Looks at mother, who smiles. Walks over to mother, reaches up and marks on mother's face. Turns to observer, marks on observer's face. Picks up crayon box, looks inside, drops crayon and box. Goes to mother, and pats mother's knee several times with her palm, saying, "NnnnnnHHHHHH." Mother says that this is Amy's signal that she wants to nurse, picks Amy up, and Amy lifts up bottom of mother's blouse. Mother unhooks nursing bra, and Amy begins to nurse, patting her mother's cheek with her hand.

ANALYSIS OF THE SAMPLE RUNNING RECORD
Answer the following questions in narrative form:

1. How did you feel about the child's behavior? Did it remind you of anything from your childhood? (Emotions)
2. Describe the type of play behavior according to Mohr's definition.
3. Describe the category of play. (Parten)
4. What judgments did you make about the child's behavior?
5. Were your judgments based on your emotions or research?
6. What research supports your judgments?

* Susan Kerr

* ACTIVITY B

Lesson Plans: Class session with children

Purpose: To watch children at play. To watch the particular child you are studying. To have the opportunity to take running records.

Directions:
1. Choose a child to bring to class, preferably the child you plan to observe.
2. Each person will choose one area in which to act as a participant with the children. After about 25 minutes the participant will change roles with the observer.
3. During the observation, don't talk; concentrate on the child you are observing.

Organization: The environment will have the following areas:

Activity:	Persons Responsible:
1. Puppets	
2. Doll house play	
3. Games	
4. Auto harp	
5. Art - paper scissors	
6. "Luv Bats" if space permits	

Schedule:			Materials:
Get acquainted	Art area	Make name tags	Tape Pens
Free play	About 50 min.		Make list
Make play dough	1 cup peanut butter 1 T. honey **1/2 cup powdered milk (about) Candies for decoration Raisins		Plastic bags or Lids
Juice:	Provide children with crackers and juice. They can eat the peanut butter play dough or take it home.		

Movies or film strips: Choose appropriate films (Example: "Free to be You and Me" - Marlo Thomas)

* This activity is time consuming. It has been a very valuable experience. Choices have to be made according to the time available and the interests of the students.

** Be sure to have plenty of powdered milk.

Lesson Plans
WEEK V
OBSERVING INTELLECTUAL DEVELOPMENT AND THE USE OF ANECDOTAL NOTES

BEHAVIORAL OBJECTIVES: The student will

1. know how to take anecdotal notes.
2. be able to define the value of an anecdotal note.
3. know how and when to use an anecdotal note.
4. define the term "intellectual development."
5. become familiar with Skinner, Piaget, and Montessori as researchers interested in studying cognitive development.

EVALUATION TASKS: The student will

1. take 10 anecdotal notes.
2. participate in class.
3. interpret the notes for children's reasoning abilities.

REVIEW:

1. Running records can be used to study many different behaviors. Focus can be on social interaction, use of materials, small muscle control, self-image, and language development among other behaviors available for observation. Running records help make the observer more aware of behavior. Running records collect real life data which can be examined and which lend themselves to statistical analysis.

2. Would a volunteer please share a running record with the large group?
   a. real record.
   b. analyze the record as a large group (interpret).
      1) How do you feel about the child's behavior? Does it remind you of anything from your childhood? (emotions)
      2) Describe the type of play behavior according to Mohr's definitions (pp. 56)
      3) Describe the category of play. (Parten pp.56-57)
      4) What judgments did you make about the child's behavior?
      5) Were your judgments based on your emotions or on research?
      6) What research supports your judgments?

DISCUSSION:

Purpose: To practice interpretation of running records

Directions:

1. Choose two or three people to work with in a group.
2. Read one of your running records to the group.
3. Work as a group to interpet the records. Answer questions 1) to 6) above.
4. Analyze and interpret your other running record on your own. Be sure to put the interpretation at the bottom of the record. Do not include any interpretation in the record itself.

INTRODUCTION: INTELLECTUAL DEVELOPMENT

ACTIVITY A: WHICH LINE IS LONGER (p.69)
Purpose: To introduce the idea that we can't always be accurate on how we perceive measurement. Also, children make judgments based only on what they can see.

Directions: On paper (p.69)

ACTIVITY B: CHART ON PERCEPTIONS (p.70)
Purpose: To encourage students to check out others' perceptions. To show that things aren't always the way they seem.

Directions:
1. List everything you see from all four sides.
2. Compare these lists on the board.
3. Look at the chart again and identify each item on the general list.

ACTIVITY C: GOODENOUGH DRAW-A-MAN TEST
Note: Materials needed: 8½ x 11 inch paper and pencils
Explain: The scores only go to eight years of age.
Show examples of children's drawings.

Purpose: To illustrate intellectual abilities and measurement.

Directions:
1. I would like you to draw a picture of a man. Draw the very best picture you can. Go ahead and begin.
2. Score.

LECTURE #9 AN INTRODUCTION TO INTELLECTUAL DEVELOPMENT (pp. 73-76)

ACTIVITY D ANALYZING ANECDOTAL NOTES ON ONE CHILD (pp.77-78)
Purpose: Practice.

Directions:
1. Read.
2. Look for a pattern of behavior.
3. How did you feel about Suzie's behavior?
4. Judge her behavior. What do you think it meant? How does she think? Any evidence of curiosity?
5. What research helps you to understand her behavior?
6. Plan a brief lesson plan to extend and develop Suzie's mind.

FILM: THE CHILD WATCHERS

LECTURE #10 WRITING OBSERVATIONAL NOTES: ANECDOTAL RECORDS (pp. 79-80)

ACTIVITY E: and/or A Session With Children
Video Tape #2 Understanding a Child's Cognitive Thinking Through Anecdotal Note Taking.

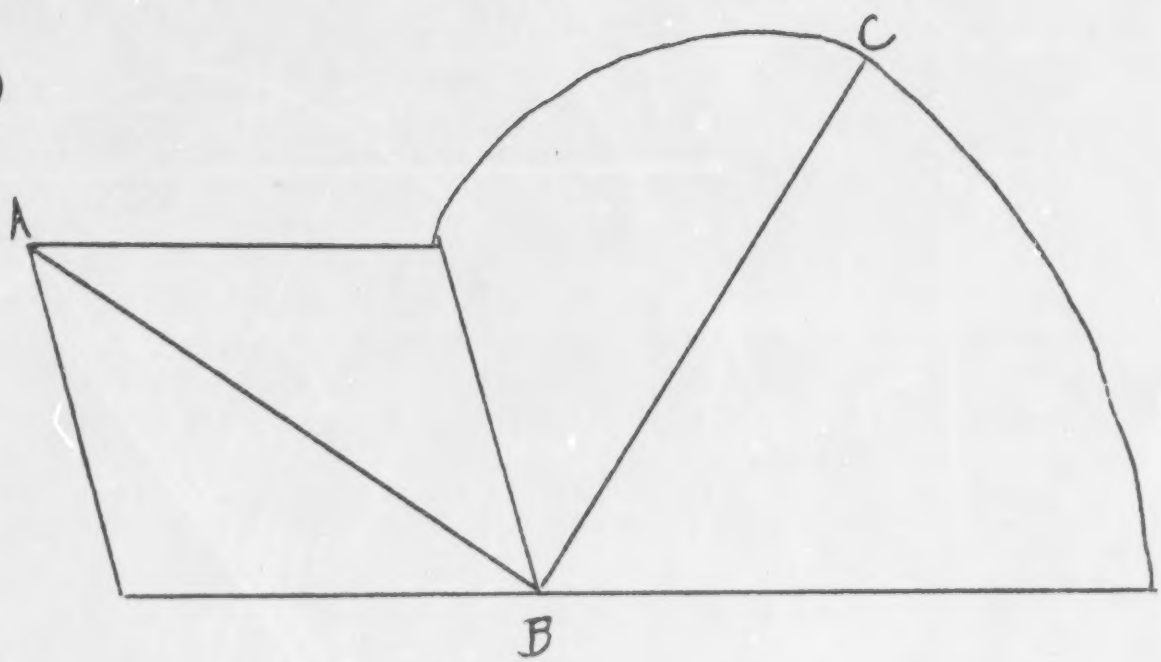
ASSIGNMENT:
1. Take 10 anecdotal records on a child. Concentrate on collecting anecdotes about the way the child thinks, reasons, and shows curiosity. Intellectual development includes the way the dhild finds out about his world and tries to organize his own environment.
2. For extra credit you might like to try a questionnaire based on

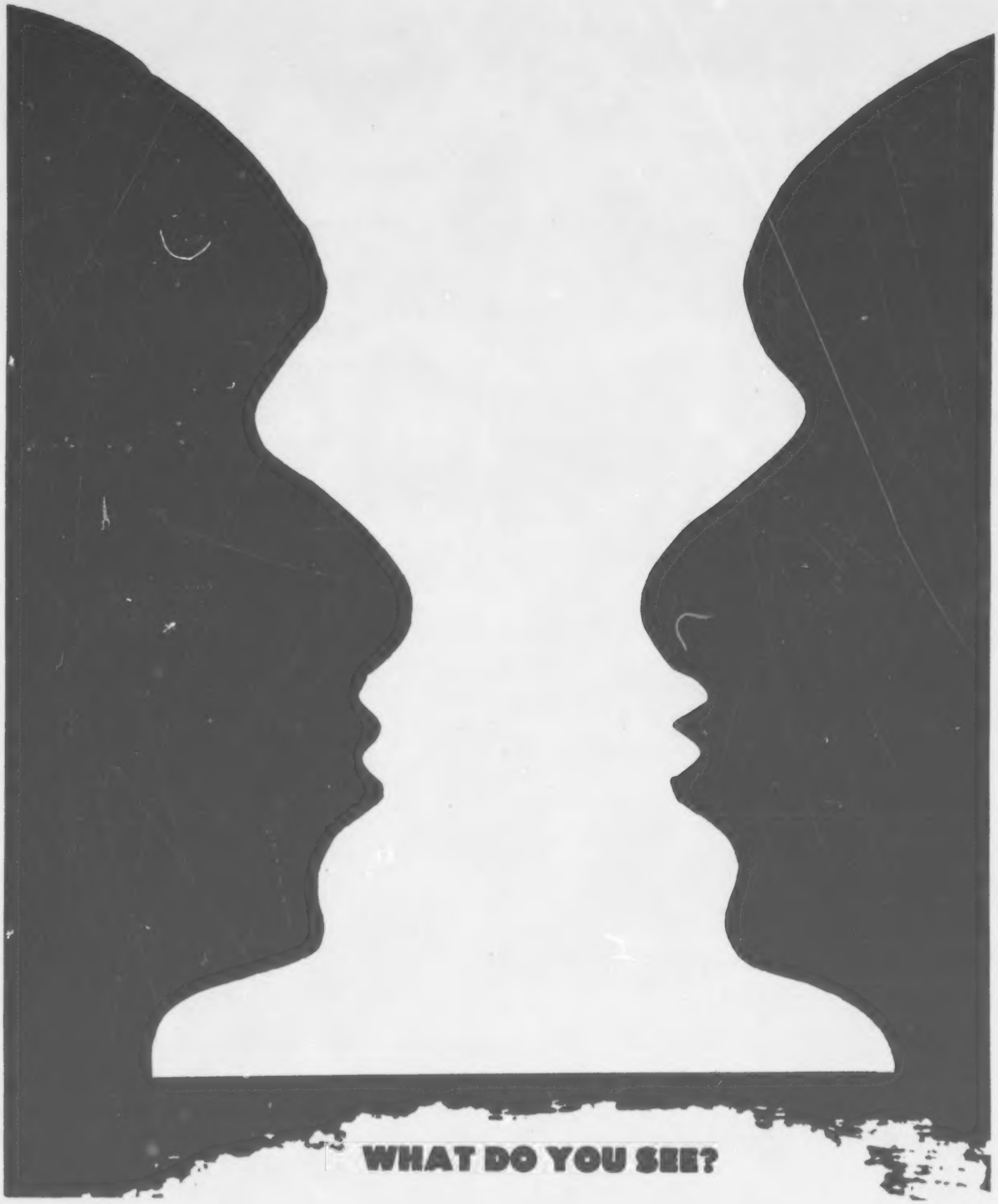
Piaget's ideas. Refer to Medinuus, Gene R. Child Study and Observation Guide NY: John Wiley and Sons Inc. 1976 pp. 135-139. Also see page

Note: Collect jokes - examples etc. on perception. Have a Bulletin Board.

ACTIVITY A

Which line is longer - AB or BC
AB = how many inches
BC = how many inches
Which line would a four year old choose?





WHAT DO YOU SEE?

ACTIVITY C

*THE GOODENOUGH DRAW-A-MAN TEST

The Draw-A-Man test is used to obtain a gross estimate of a child's intellectual ability level. It is used for children up to a mental age of eight years.

To administer the test, give the child a pencil and an 8½ x 11 inch piece of plain paper. Follow these verbal directions quite closely: "I would like you to draw a picture of a man. Draw the very best picture you can. Go ahead and begin."

Do NOT offer ANY hints or suggestions (such as, "What is at the bottom of the man's legs?") although you may encourage the child by saying, "That's right. Draw the best man you can." Be sure to praise the child for his effort as soon as he is through.

Score the test as follows:

Give one point for each of the following items present:

-Head present
-Legs present
-Arms present
-Trunk present
-Trunk length greater than trunk breadth
-Arms and legs attached to trunk
-Arms and legs attached to correct point on trunk
-Neck present
-Neck outline smoothed into head or trunk or both
-Eyes present
-Nose present
-Mouth present
-Hair shown
-Clothing shown
-Fingers present
-Correct number of fingers
-Head is more than 1/10th and less than ½ the area of the body
-Legs are longer than they are broad and as long as the trunk
-Ears present
-Ears correct shape, position, and proportion

POINTS	MENTAL AGE	POINTS	MENTAL AGE
4	4.0	13	6.3
5	4.3	14	6.6
6	4.6	15	6.9
7	4.9	16	7.0
8	5.0	17	7.3
9	5.3	18	7.6
10	5.6	19	7.9
11	5.9	20	8.0
12	6.0		

*(Goodenough, 1926)

* GOODENOUGH DRAW-A-MAN CHART
(in order of point score)

Points	Point Age	Actual Age	Sex	Scores Higher	Scores Lower	Scores Same	Difference
1	under 4	3.08	F			X	0.00
3	under 4	4.25	F		X		-0.25
5	4.3	3.66	F	X			+0.64
6	4.6	4.42	F	X			+0.18
6	4.6	4.50	M	X			+0.10
6	4.6	5.66	M		X		-1.06
7	4.9	5.75	M		X		-0.85
9	5.3	4.33	F	X			+0.97
10	5.6	4.08	M	X			+1.52
11	5.9	6.17	F		X		-0.27
11	5.9	5.08	M	X			+0.82
14	6.6	5.00	F	X			+1.60

Sex	# Tested	% Higher	% Lower	% The Same
Male	5	60%	40%	0%
Female	7	57%	29%	14%

* Jan Crowley

LECTURE #9

AN INTRODUCTION TO INTELLECTUAL DEVELOPMENT

Last week we examined Mohr's list on what intellectual development can take place in play. Children learn how to organize their own world through play. In the 60's researchers were very concerned about how children learned and developed their intellect. The nursery school was attacked because it was felt that the child was not being taught. Wann, Dorn, and Liddle (1962) studied children's ways of thinking and the means by which they deal with their world of people and things (Wann, Dorn, and Liddle p.7). One of the areas they studied was the child's use of dramatic play. They found, "Dramatic play was an important means for testing and expressing what they (the children) know. Such play has long been considered an excellent way to help children gain insights into the behavior of themselves and others, to learn how to get along with one another as they dramatize experiences involving conflict and cooperation." (Wann p. 25) The study found that children also used dramatic play to further their own intellectual development. The researchers analyzed teacher's anecdotal recordings and classified the recordings into behavior categories. When the study was over Wann, et al concluded that children do think, reason and attempt to make sense out of their world. To foster this intellectual development the teacher must listen and observe. "As the teachers watched and followed the children in their play, they discovered areas of children's curiosity." (p. 120) The observation method they analyzed was anecdotal note taking. For example: Anecdote #1

> On Friday the teacher in this day care center remained late in the day so she always arrived later on this day than the other days.
> Alice: Today we are going to eat fish.
> Maria: Why?
> Alice: Because when the teacher comes late we always eat fish.
> (Wann, et al p. 31)

Gathering anecdotal notes can help us understand children's views of the world. Although anecdotal notes are not used exclusively for this purpose.

Anecdote #2

> Kathy, (3½ years old) visits some friends with her mother. She sees a mink stole folded on the end of the living room sofa. She walks slowly over to the fur and starts to pet it. After a few minutes she declares, "This kitty cat ain't got no head."

Anecdote #3

> At a party a four year old child sits with three other children at a table. The hostess passes out cupcakes. She gives one cupcake to each of the children. She starts to put a cupcake down in front of the child. The girl says, "No, thank you." "I don't want a cupcake." The woman tells her, "Everyone is going to get a cupcake." She places it in front of the child. The four year old girl takes her hand and smashes the cupcake onto the table. She states, "I told you, I didn't want a cupcake, so now I have a pancake."

Young children, as Flip Wilson might state, "Calls 'em as they sees 'em." Piaget, an educator who has studied "cognitive development" more than almost anyone in the field labels these statements the "literalness of perception." Between the ages of three and five, a child's organizational abilities are just developing and his imagination is endless. He is just beginning to realize that the sun does not rise and set only for his benefit.

Much has been written about Piaget and his work. You will study him in several other child development classes. According to Piaget, children's perceptions are not the same as the adults.

Intellectual development is the child's measured ability to reason, perceive and think. It is the way a child plans and executes ideas. Intellectual development includes how much a child is curious, recalls that which is relevant to a subject, ability to categorize, generalize, and identify likenesses and differences between objects, symbols, etc. It includes the richness of a child's fantasy and imagination and how use is made of these qualities. Language and verbal communication are important and need to be extended and expanded through books, activities and materials. At an early age the ability to follow simple directions can show competency as well as the children's concept of themselves as mental beings.

In examining the intellectual development of the child, the tendency has been to either overestimate or underestimate capabilities. As Wann, Dorn, and Liddle discovered, children do try to understand their world of people and things. Teachers can extend children's understandings.

The five year old's thought processes are more self-controlled than the younger child's, although still self-centered. Piaget calls this, "egocentric thinking." The use of "we", "our" and "their" are just beginning to creep into the child's conversation. Logic is still not very concrete and is evidenced in actions and speech. For example:

Anecdote #4

> Four year old Patty and five year old Sally walk into the bathroom. They close the door. The girls state, "Let's pretend the door is locked." They try to open the door and giggle, "The door is locked; we are locked into the bathroom." Patty says, "Oh, but we got the key." Sally states, "But the key won't open the door from the inside." Sally then opens the door and walks out into the bedroom. Patty says, "Oh, but you were supposed to be locked in." Sally looks at Patty's mother and says, "Patty, thinks she is locked in."

Between six and seven, mental growth catches up to concept development. The child questions almost everything he sees and hears. He no longer takes literally what he sees. Reason is beginning to be part of the child's make up.

Anecdote #5

> Jessica is struggling with a math paper that requires counting forward and backward. She is able to count forward, but counting backward seems to be beyond her six year old mind. Finally she looks up at the teacher and announces, "I can't do this paper because I am a Christian

Christians can't count backwards, only Jewish people." With that she politely excuses herself from the table.

Anecdote #6

> Six year old Rudy is having trouble with the concept of which is his right hand and which is his left hand. During the flag salute he can't decide which hand to use. He solves his problem by crossing both hands across his chest.

Anecdote #7

> Six year old Tony is asked, "Where were you born?" He replies, "I don't know, I had my eyes closed."

By eight, the child has become very much aware and has become cautious. This means that the eight year old is more afraid of being wrong and also very rule conscious. Eight year olds are not as responsive in groups as the six or seven year old.

Reference:

Wann, Dorn & Liddle, Fostering Intellectual Development in Young Children. Teachers College, Bureau of pub. Columbia Univ., New York, 1962.

The following observation is a running record of a child at play which also illustrates a child's struggle to understand the world.

Setting: Sean, age 11 and Cindy, age 7 are playing a game of Monopoly in the living room. It is 7:00 p.m. and dinner is already over. The two children are sitting on the rug.

Sean hands money to Cindy. She arranges it in piles of ones, tens, etc. Cindy reaches over and picks up the dog marker and Sean chooses the car. Cindy says, "I'll take care of the houses", then states, "No I won't." She tells Sean, "You're the banker" and rolls the dice. Sean takes his turn. He is first; he rolls the dice and moves. Now it is Cindy's turn. She lands on a space and picks up a card. She trys to read it but Sean takes it out of her hand. She grabs it back and says, "I'll try to read it myself." She watches while Sean takes another turn. While Sean makes his move Cindy counts ahead to the square she wants to buy in her next turn. Sean takes her man and moves it for her. Cindy takes it away from him and says, "I'm learning now from this game." She takes the money she wins and holds it in her hands against her lips and kisses it. Then she says, "Look at this money." Sean takes his turn again and Cindy owes him money. She hands him some money, but it is not the right amount. Sean reaches his hand out. Cindy pulls away from him. Sean says, "Give me a ten and fifty dollar bill." Cindy hands this to him. As the game continues Cindy lets Sean count out the number of spaces to be moved for her turn. Cindy, during her next turn, counts for herself and her voice becomes louder. She loses her count and Sean takes her marker and counts for her starting at the beginning. The game continues. Both children start to laugh and punch each other. Sean says to Cindy, "You don't want to play do you?" Cindy takes her next turn, this time as she counts she chants the numbers in a sing, song voice. Her body is moving to the rhythm of her words.

EXERCISE:

1. Distinguish between an anecdotal note and a running record.
2. Analyze these notes by getting in touch with your feelings. How do you feel about what you read? How do you feel about Cindy? about Sean? Does this incident remind you of any of your own experiences?
3. Judge the behavior; what does this mean to you?
4. Cite any research that helps you to understand the behavior of either child. Give author, title of book, publisher etc.
5. Plan a brief lesson plan for Cindy which will help her move on to the next stage of development in her intellectual growth. For Sean.

ANECDOTAL NOTES ON ONE CHILD

Behavior Category: Intelligence

SUSIE: Age 2

1. Thursday, 2/23 2:35 p.m.
Susie's dad is working in the front yard. Susie is riding her tricycle on the sidewalk. She leaves it in front of the neighbor's driveway and walks up to her dad. She watches him awhile and then says, "Daddy, daddy, tricycle." He says, "Yeah, I see. You better go and get it before someone takes it." She walks over to her tricycle and rides it home.

2. Thursday, 2/23 4:15 p.m.
The boys have just received new yo-yos and are exploring them to see how they work. I am helping them. Susie is in the yard. She sees the cat run across the yard and she runs over to catch him. She catches the cat, grabs him, and will not let him go. She carries the cat to the soft dirt next to the driveway. She sits down in the dirt and proceeds to cover the cat with dirt. She holds his neck with one hand. The cat is struggling to get away. Susie's mother comes down and spanks her once on the behind as she creams, "Now you stop being mean to that cat." Susie lets the cat go and comes over to me to get picked up. She is crying.

3. Friday, 3/3 2:35 p.m.
Susie sees the cat up on the four-inch brick ledge surrounding the house. She wants to get to the cat, so she steps down off the porch and reaches up to get the cat. The cat starts to walk away, but she catches his hindleg. She cannot reach the cat to get a good grasp on him. She tries to figure out a way to get hold of the cat. She tip-toes and stretches, but that is not enough. The cat scrambles away.

4. Friday, 3/3 4:10 p.m.
Susie is lying down watching T.V. Her mother is in the dining room area sitting down. She has just finished folding clothes at the table. When Susie hears her mother talking to her younger 16 month old brother, she gets up and goes over to her mother. Her mother has her brother on her lap. Susie starts crying and wants up. Mom says, "What? Do you want up? I already have one up here, I can't have you, too. Go see what's on 'Bugs Bunny.'" Susie quiets down, but just stands there next to her mom.

5. Saturday, 3/18 3:15 p.m.
The brick wall dividing Susie's yard from her neighbor's yard is terraced and gradually declines to a height of three feet. Susie is with her brothers at the top of the driveway where the wall begins. They are all blowing on the new whistles their mother just gave them. Susie's brothers get up on the wall. It is about three and a half feet high. Susie goes down the driveway a few feet to where the wall appears shorter, so she can climb up. She puts one foot after the other into the holes of the decorative brick on top. Upon arriving at the top of the wall, she discovers there is a new height of bricks that she can not climb up, so she climbs back down. She goes over to where her brothers are. She climbs up using the same method, and sits next to her brothers.

6. Wednesday, 3/22 3:10 p.m.
I have my arm around Susie and she hugs me. We are sitting on the couch. I look at her brother Sam and move from one end of the couch to the other. I begin to play with the cars. Susie immediately begins to cry and make loud "Waaah" noises. As soon as I look back to her, she quits crying. I sit her on my lap, hug her and again start to talk to Sam. Upon asking Sam if he wants to sit on my lap, too, Susie begins to make the same "waaaah" noises. She does not quiet down until I stop talking to Sam.

7. Monday, 3/27 2:00 p.m.
Pam, my sister picks up the cat and hands it to Susie. Susie grabs the cat by the stomach and hugs him. She raises her eyebrows and her eyes seem to sparkle. She is smiling. Presently a truck drives into the driveway. Her mom states from the backyard, "Susie, that's your uncle Mike. Why don't you go and see him?" Susie looks excited and waddles, still carrying the cat, over to the driveway to where her uncle is.

8. Tuesday, 3/28 3:45 p.m.
Susie is up in my room. We have the Barbie dolls out. She sees three plastic eggs on a shelf. She stops what she is doing and goes over to touch the eggs -- one purple, one pink and one yellow. She opens the halves and I put a miniature toaster, a baby, and a radio into one end of the egg, close it and shake it. She, in turn, puts a ball and then two tiny babies in the other eggs and shakes them, one egg in each hand. She trades off between the three eggs, listening to the different noises.

9. While playing with the three plastic Easter eggs, the purple, pink and yellow ones, I try something with Susie. I am holding the purple egg. Suzie has the pink egg. She puts it down. I take half the pink one and half the purple one and put them together. Susie says, "No", and immediately puts the two right colors together.

10. Susie wants to go downstairs. She walks over to the door. Then, she turns around and goes back to the eggs. "What are you doing, Susie? You can't take those home with you." She mumbles something and walks over to the shelf and reaches to put the eggs up on the shelf where she got them from. Then she turns and goes downstairs.

EXERCISE:

1. Read the anecdotal notes.
2. As you read look for patterns of intellectual development.
3. Write a paragraph:
   a. How do you feel about Susie's behavior?
   b. Judge her behavior. What do you think it means? How does she think. Any evidence of concepts, reasoning ability, interests?
   c. What research helps you to understand Susie's behavior and these notes?
   d. Plan a brief lesson plan to extend and develop Susie's mind.

LECTURE #10

GUIDELINES TO WRITING ANECDOTAL NOTES

Writing anecdotal notes is an important tool for teachers. Through the anecdotal note the teacher can learn a great deal about the child's behavior. An anecdotal note is a factual description of an actual event that took place. The date, place, child's name, and description of setting are included. The event is recorded with a beginning, middle, and an end. The limitations of this type of note include: 1) the note may not be remembered accurately, 2) only a small segment of a running record is included, and 3) subjective interpretations might be more easily included. The record then might become only a "cute" story. The advantages are that these notes can be recorded from memory, and can include the reactions or responses of others. It does analyze a particular behavior in detail. It usually explains what led up to the occurrence of the behavior and how it was resolved.

To write anecdotal records, you need to

1. observe an episode.
2. write down as soon as possible after the episode exactly what happened.
3. describe the behaviors and statements of the chief person or persons involved.
4. include enough detail to give a setting -- date, time, ages of the children, general statement about what was going on at the time.
5. include reactions or responses of others to the chief person.
6. include direct quotations whenever possible.
7. preserve the sequence of the episode:
   a. Beginning -- <u>give the setting</u>.
   b. Middle -- <u>tell what happened</u>.
   c. End -- describe briefly and <u>without interpreation</u> how it ended.
8. be objective, accurate, and complete.

Procedure:

1. Observe an episode (it should fall within the category of behavior you have chosen to record).
2. Make a quick write-up of the episode immediately after it happens.
3. Have another person (on the same day) read the write-up and ask you questions about details that would help them understand the episode.
   This person does not need to have been present.
4. Write up the episode in anecdotal form.

EXAMPLE: Juice and crackers had been served, and Jim said to Jack, "I'll give you my cracker if you'll be my friend." Jack agreed and the cracker was handed over. Then Jim said, "You give me your cracker and I'll be <u>your</u> friend." Jack passed his cracker over to Jim and a mutual friendship was established and each ate the other's cracker. This example might have been collected by a person interested in recording episodes which illustrate children's ideas about friendship. Or, it might have been recorded by a researcher interested in children's conversations and behavior at snack time. Collecting anecdotal records requires the observer to be alert at all times, so that when a behavior episode occurs that fits his/her category of research, he/she can be ready to take special note of it and write it down.

* ANECDOTAL RECORDS: ADDITIONAL SAMPLES

Sept. 29, 1976

Jennie, 3 yrs.4mo. and Carlene, 2 yrs., 9 mo., were playing in the treehouse, which had been equipped with materials for domestic play: a table, chairs, a cupboard, and a doll bed. Carlene said, "You be the baby, and I'll be the mommie, and I'll change your diaper." Jennie said, "O.k." and took off her panties, laid down on the floor of the treehouse, and began to kick her legs and make "Waaa-ing" sounds. Carlene hurried down the steps and into the house, and quickly returned with one of her own Pampers. She knelt down beside Jennie and tries to put the diaper on her. Jennie stopped her sounds, stood up, seized the diaper and threw it over the railing of the playhouse, saying, "I'm not a baby!" She came down the stairs to her teacher, and repeated, "I'm not a baby! I'm a big girl! Little babies wear diapers!"

April 1, 1977

Donna, 3 yrs., 6 mo., has been hearing quite a lot about pregnancy for the past several weeks. Her preschool teacher is pregnant, and the children have been encouraged to feel her stomach as it grows in size. There has been conversation about how the teacher's stomach feels hard, and not squishy. After dinner, Donna's mother asked her to pick up her toys before getting ready for bed. Donna said, "I can't, Mommie. I'm pregnant." Her mother said, "What makes you think you're pregnant, Donna?" Donna replied, "See, my tummy is all hard and not squishy and it sticks out. My baby's growing there."

Anecdotal records are most useful when they are collected in large numbers over an extended period of time, and when they are collected as samples of a specified type of behavior. Navarra (1955) wrote and analyzed 4,500 anecdotes based on their son's play, describing behavior and verbalizations that indicated how he viewed his physical world. By classifying and analyzing anecdotes covering similar types of events, Navarra was able to study the child's scientific concepts as they evolved. The following anecdotes show the child differentiating steam from smoke.

Age 3 yrs., 5 mo.: Watching his mother iron clothes. "What's that, smoke? Where is that coming from? Is there something under that iron that makes it smoke?" Mother replied, "It looks like smoke, but it really is steam."

Age 4 yrs., 3 mo.: Bath was being prepared; tub was filled with hot water. "Hey, there's a lot of smoke in here."

Age 4 yrs., 3½ mo: Watching the steam come out of the vaporizer. "Where is the steam coming from, Mommie?" Mother replied, "From inside. See the water in there?" When the vaporizer ran out of water, mother disconnected it, saying, "We'll have to put more water in it." Child asked, "Where did the water go? Into the steam?"

ASSIGNMENT: Collect ten anecdotal notes. Use a behavior category that illustrates intellectual development. We will analyze these notes in class next week. Notes may be taken during play time or any other time you are observing your child.

* Susan Kerr

ARTICLE #3

EXAMPLES OF CLINICAL STUDIES AND EXPERIMENTATION

Two men who have influenced what is taught in the nursery school environment are Jean Piaget and B.F. Skinner. Both men have written extensively. You will also be able to find many books written about their work. It may be safe to state that every children's program either incorporates their ideas or reacts against their postulations. Both men, however widely studied, are probably also the most misinterpreted.

This article is a brief introduction. You will study these men in more depth in other classes. Their studies are not always easily understood, but they have revolutionized education and cannot be dismissed.

Both men use the clinical method to study behavior. This method studies children (usually in a laboratory situation) by asking questions, setting up contrived situations, and talking to children on a one-to-one basis. One examiner and one child are involved.

Skinner also engages in laboratory experiments. His experiments are made under carefully controlled conditions. The advantage of this method is that elaborate equipment is available. The disadvantages are that the equipment is expensive and may not even be necessary. One criticism in studying children outside of their own environment is that they may feel apprehensive and not exhibit "normal" behavior.

However, in spite of drawbacks and the criticism of some educators, Skinner's work definitely has influenced education. His programmed instruction, individually prescribed curriculum, and statements of objectives in behavioral terms of performances have a definite place in any school and do not conflict with an existentialist or a humanistic classroom

Skinner, around 1938, influenced by John Watson, used Watson's ideas about behavior modification as a source for his own theories. He maintained that behavior can be observed and described. Behavior also is directly related to an event that happens in the environment. Skinner labels this event the stimulus. For example:

EVENT: Julie, age 4 yrs., is standing in front of a tricycle that Jennifer is riding. She is holding on to the handle bars. Jennifer tries to pedal and Julie stops her by putting one leg on each side of the front wheel of the trike. Jennifer turns her head around and looks at the student-teacher. The student says, "Julie, let Jennifer ride the bike." Julie ignores the student-teacher. She repeats the request several times, but Julie does not respond. The student-teacher walks over to a teacher and explains the situation and says, "I don t know what to do." The teacher comes over and says to Julie, "Julie, we will watch for a trike and as soon as one is available, you can have it." "Julie, lets go of the trike and says, "Michael took me trike when I was looking at the ____." The teacher replies, "That's what happens when you leave your trike, but we'll

watch for one and as soon as I see one available, you can have it." Julie leaves. As soon as the teacher sees a trike she tells Julie. Julie runs and get on the trike and rides off.

Skinner calls the behavior the dependent variable:

Julie's behavior:	Stands holding on to the trike.
Jennifer's behavior:	Turns her head around and looks at the teacher.
Student-teacher:	Gives Julie a verbal command.
Julie's behavior:	Remains in the same position.
Student-teacher:	Asks for help from the teacher.
Teacher:	Gives positive statement.
Julie:	Lets go of trike, tries to explain.
Teacher:	Gives consequences of rules, offers help. (promise)
Julie:	Leaves the situation.
Teacher:	Follows through with help.(promise)
Julie:	Gets rewarded for waiting.

The outside environment he calls an independent variable. This environment sets up the kind of behavior desired. Teachers can become aware of both the direct and indirect consequences of the environment. This awareness helps the teacher set up the environment to elicit certain behaviors.

Description of the event's immediate environment: Outdoors. A bike path, several trikes, but not enough for each child to ride. The rule is when you get off your bike for any reason, whoever is there may have it. Jennifer, teacher and a student-teacher.

Operant conditioning shapes behavior. People behave in different ways and for many different reasons. Studying human behavior is complicated. There are many ways of interpreting what one sees. Even what one sees may differ depending upon observation skills, perceptions, experiences, and emotions. In this example the process of interaction of the human relations affects the behavior of both children and teachers. How does the response affect the environment? What are the consequences? This is operant conditioning. Operant conditioning is Julie's interaction with the environment which includes the teachers. How does her behavior affect the environment? The environment (the independent variable) can be manipulated to change behavior. Behavior (the dependent variable) is the result of the circumstances (stimulus) in the environment.

Conditioning is also a process which increases the probability of having a behavior repeated or a new behavior learned. In operant conditioning the person is affected by the environment. In conditioning this same behavior is reinforced by a process which insures that the desired behavior will be repeated. For example, in programmed learning the learner gives the right answer and the machine moves (environment). If a wrong answer is given, the machine doesn't move. The learner is in control of his behavior (operant conditioning). However, the machine, itself, is set up to condition the learner to continue the program only if a right answer is given. The only acceptable behavior is to give a right answer. Giving the right answer is the dependent behavior. This behavior is dependent upon the indepdendent variable which is that the machine only goes on to the next question when the right answer is given.

Back to Julie. Julie can change her environment from a warm confortable place to a hostile one by fighting. She has found out that she gets her own way from children like Jennifer by being aggressive. Thus, operant conditioning for Julie is "When I am aggressive the environment gives me what I want." This behavior doesn't work at school. At school the teacher uses conditioning. When you want something, you must wait. In the case of the bikes, if you want a bike then it must be outdoor time and a bike must be available. If you get aggressive a teacher stops the aggression and will get you what you want, if you wait. If you persist in being aggressive, you will be placed in "time out." "Time out" is removal from the environment. First, positive reinforcement is used. "Julie, we will watch for a trike and when one is available you can have it." Positive reinforcement is a pleasant idea or stimulus. The teacher gives Julie attention. Julie accepts this guidance. If Julie had not been accepting then she would have been removed from the room. When she is willing to behave as she is expected to, isolation ends. This end to the isolation Skinner calls "negative reinforcement." Skinner does not believe in punishing the child. Punishment, he feels, does not extinguish behavior but might even reinforce behavior the parents do not want. For example, spanking could become a positive reinforcer by giving the child attention. Every time the child needs or asks for attention, he could seek a spanking. Now this is not a very rewarding way to get attention, but it is better than being ignored. Spanking itself is not the negative reinforcement. The <u>stopping</u> of the spanking is the negative reinforcement. Thus, if you are going to use spanking as a conditioning technique you would need to stop the spanking only when the child promised to change his behavior. Thus, stopping the spanking is the conditioning. In this case spanking is not a punishment, but the consequences of the child's behavior (operant condition). When I do this, then I get spanked. When I behave, then the spanking stops. Positive reinforcement is to give attention to the child <u>before</u> the child does something wrong. "I like the way you sit at the table" (positive reinforcement). The child stands at the table (consequences -- the teacher gets angry). The teacher spanks as long as the child stands up at the table. She might say, "I will spank you and when you sit down I will stop spanking you" (negative reinforcement).

The final goal was to change Julie's negative behavior. Did this happen? It did during this event. Other observations should be taken to find out

what happens in other conflict situations.

1. Is she still aggressive?
2. Does she ask a teacher for help?
3. Does she give up and walk away?
4. Does she manipulate the other child? For example, "I'll give you my penny if you give me the bike." "I won't invite you to my birthday party." This may be also called negotiation.
5. Does she wait for what she wants?
6. Can she tell the teacher what she wants?

ANALYSIS OF BEHAVIOR

STIMULUS: ENVIRONMENT	RESPONSE	OPERANT CONDITION: ENVIRONMENTAL CONSEQUENCES	CONDITIONING: INTERACTION	RESULTS	BEHAVIOR CHANGE
S	R				
1. Bike is taken	Julie tries to take bike	Julie non-verbally asks for help	Jennifer can't take care of herself; this reinforces Julie's behavior	Julie feels powerful. Jennifer feels helpless	none
S	R				
2. Julie tries to take Jennifer's bike	Jennifer turns to S-T for non-verbal request	T comes to Jennifer's re-rescue	Jennifer can't take care of herself; S-T reinforces Jennifer's behavior.	Jennifer feels helpless. S-T feels needed	none
S	R				
3. Jennifer asks for help	S-T gives Julie a command	S-T tries to change Julie's behavior	Teaches Julie to ignore her; reinforces stubborness, perseverance	Julie is more determined	none
S	R				
4. Julie ignores S-T command	S-T turns to teacher for help	Teacher rescues S-T	S-T doesn't know how to handle situation. Teacher reinforces S-T's feelings of inadequacy. Models behavior	none	none
S	R				
5. T models behavior, offers Julie help	Julie tries to tell T her feelings	T does not listen to feelings	Obey the rules & I'll help you	Julie stops explaining	Julie leaves Jen alone
S	R				
6. Julie tries to explain	You broke rule; offers help	Julie leaves	Julie accepts T's solution	T solves conflict for Julie	Julie learns to wait
S	R				
7. T seek's bike; tells Julie	Julie gets on bike	Ju gets what she wants	T follows through	Julie can trust T rule is obeyed for her	

EVALUATION

CONFLICT SITUATION	Julie wants a bike. There are no bikes available.
ACHIEVES GOAL	Tries to take Jennifer's bike.
RESPONSE TO TEACHER	Julie is compliant to teacher. Ignores student-teacher.
EMOTIONS	Julie is angry. Bike has been taken away from her. Jennifer might be fearful. Student-teacher might be confused. Teacher is confident.
CONFLICT RESOLUTION	Teacher solves her problem for her by finding her a bike.
LEARNING INVOLVED	(These are all possibilities)

1. You can't solve your problems by being aggressive.
2. Student-teachers are unsure of themselves.
3. Jennifer can't solve her own problems.
4. Teachers have authority.
5. Teachers don't want to hear how you feel.
6. Teachers care and can be trusted.
7. The environment is safe; no one will take the bike away from her.
8. Rules can't be broken; they are enforced.
9. The bike rule is "Don't get off your bike until you have finished."
10. You can't use your bike in any other play.
11. When you get into trouble ask a teacher for help.
12. Teachers are big; children are little.
13. Children don't know the rules; teachers do, but student-teachers might not.
14. Teachers are patient.

The math and reading program developed by the Rand Corporation in 1973 for Fontana Junior High and several elementary schools, as well as Margarita School in Montclair, was written by Skinner himself.

1. There are no F grades -- only positive reinforcers.
2. The program is geared to the individual's speed and performance level.
3. Immediate feedback.
4. Rewards.
5. A completion certificate after thirty hours of work.

The reading program teaches:

1. reading and writing skills
2. taking tests
3. following instructions
4. working independently.

The math program teaches problem solving and computation. It also employs as a basic philosophy the existentialist concept that the individual is responsible for his learning and is self-motivated to learn.

In Behaviorism the theorist is concerned with the explanation, prediction and control of behavior. Behaviorism, a reaction against introspection, contends that a unit of behavior is observable. Skinner, the first to extensively use rats in his experiments, devised the "Skinner box" which is an enclosed environment containing a lever, a food tray, and a food-releasing mechanism. In his experiments, Skinner examined and observed that rats' behavior was altered by giving them rewards or withholding rewards. The two classes of variables, responses and rewards, and the relationship that exists between them form the basis of Skinner's system. Skinner does not specifically attempt to explain the phenomena that he observes, but simply organizes his observation in ways that will be of practical value. He accepts classical conditioning and feels that many responses not only can be readily elicited by a stimulus, but can become conditioned to other stimuli. This type of response he calls "respondent behavior" (response to a stimulus).

A second, more important, class of behaviors.

Type S 1. Respondent -- reacting to the environment.
Drinks water because it is hot.
Type R 2. Operant -- organism acts upon the environment.
Turns on the fan to make it cooler.

The stimulus is unknown. The link is formed between the response and reinforcement. Operant learning takes plaace when an emitted response is reinforced, increasing the probability that it will be repeated. By means of reward and punishment, behavior shaping takes place. Skinner's primary preoccupation has been with discovering the relationship that exists between reinforcement and behavior. A reinforcer is a thing, a stimulus. Reinforcement is an effect on a person. A primary reinforcer is a stimulus that is reinforcing without learning (for example: eating).

A secondary reinforcer is a previously neutral stimulus that has become reinforcing by the virtue of being repeatedly paired with a primary reinforcer (T.V. = eating, many cultural implications and diversity).

A generalized reinforcer, also a previously neutral stimulus through repeated pairings with a number of other reinforcers in various situations, has become reinforcing for many behaviors (for example: prestige -- money, etc.). A positive reinforcer is a stimulus that increases the probability of a response occurring when it is added to a situation. A negative reinforcer stops when behavior is learned. Punishment is not a reinforcer and does not increase the response desired. Punishment is when a pleasant stimulus is removed and an unpleasant stimulus is presented. Punishment draws attention to undesirable behavior. Accompanied by highly undesirable emotional side effects, punishment becomes associated with the punisher and not the undesirable behavior. Skinner is concerned with the relationship between various schedules of reinforcement and one of three measures of learning: rate of learning, response rate, and extinction rate. Initial learning requires more reinforcement than later learning. Skinner tries to use his findings to benefit humanity and uses control over human behavior for good, not evil, purposes.

Well-meaning, but misinformed teachers may incorrectly apply Piaget's or Skinner's theories. Teachers attempting to use Piaget's idea of stages of development may feel that children are only capable of very simple tasks because of the child's maturational level. In the case of Skinner and operant conditioning, teachers often become rigid and inflexible. For example: the stimulus - response idea was interpreted by one teacher through use of an alarm clock. When the bell rang, her students were expected to do immediately what the teacher directed. This group of young children were unable to respond immediately to the teacher's direction which caused conflict with the teacher and confusion among the children.

In spite of the chance of teachers not understanding the application of either Piaget's or Skinner's theories, both theories are vital in the area of children's growth and development. Neither theory is simple or easy to master; however, both men have shed light on how children learn. Ironically, Piaget does not state that his ideas should be applied to the classroom but are focused on understanding the development of children's intelligence. He preferred to do his observations in the child's own natural surroundings. Thus the child is more likely to respond in a real life fashion which is more reliable. Elaborate equipment is not needed and data can be collected which identifies variables for laboratory experiments. However, there is less control over the subjects and statistical computation may not be completely accurate.

Educational programs such as the Responsive Environment program -- Glenn Nimnickt, Far West Laboratory for Educational Research -- sponsored by the U.S. Government relied heavily on Piaget's stages and ages, and based their development of learning episodes on Piaget's research. Emphasis was also on positive statement of rules and immediate teacher feedback, as well as feedback from the environment and materials. Behaviorism in its structured form was to be used as a last resort, and then only by one trained in this method.

My own theoretical position leans more toward Erikson, Rogers, Maslow, Keyes, Moustakas, and Safir. However, I believe that every educator should try to understand the various positions and be able to identify many theories that can be applied in the classroom. The dangers of misinterpreting or misusing Piaget and Skinner exist. Reading their re-

search without historically understanding their frame of reference could also cause misinterpretations. Both men were scientists who later became educators and Piaget was born and raised in another culture.

ADDITIONAL RESOURCES:

Carswell and Roubinek, Open Sesame. Calif.: Goodyear Publ. Co., 1974.

There is also the matter of conditioning, and in limited areas conditioning perhaps helps because it would be quite burdensome to have to think about every move. But in a broader sense, in important areas, conditioning is the opposite of education. Conditioning calls for the repression of responses. Education on the other hand is, or should be, the encouragement of responses.

Montagu, Ashley, Touching, p. 268.

Eskimoa: The mother hums and sings to the child while she pats and hugs him and holds him close to her body in her parka, and in time he learns to identify and respond to her voice as a surrogate for her touch. It is a reflexive form of conditioning, in which the sign of the original stimulus, the voice, replaces the touch; but the voice always retains its tactile quality -- soothing, caressing, reassuring. It stands for the presence of the loving mother, whose love the infant initially knows primarily through the warmth, support, yieldingness and softness of her skin, and who attends to the infant's needs by actively, as well as passively, stimulating its skin, in carrying, cleaning and washing it.

Phillips, John L. The Origins of Intellect: Piaget's Theory. San Francisco: W. H. Freeman and Co., 1975.

Piaget is often criticized because his method of investigation, though somewhat modified in recent years, is still largely clinical. He observes the child's surroundings and his behavior, formulates a hypothesis concerning the structure that underlies and includes them both, and then tests that hypothesis by altering the surroundings slightly -- by rearranging the materials, by posing the problem in a different way, or even by overtly suggesting to the subject a response different from the one predicted by the theory.

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CRM Psychology Today

ARTICLE #4

COMPARISON OF PIAGET AND MONTESSORI

Madame Montessori was also interested in the intellectual development of the young child. The following material has been developed in order to compare how Piaget and Montessori differ and are similar. This is also an introduction to Piaget and Montessori. You will study both educators more thoroughly in other classes.

PIAGET	MONTESSORI
Born Switzerland, 1896	Born Italy, 1870
Biologist Began with careful observation of his own three children.	Physician Worked with wards of a tax-supported school for the mentally retarded.
Theory of stages of cognitive development of children.	Theory of development through education of senses between age 1½ to 5.
Each new procedure in learning depends upon the previous one. Once the structure is formed it becomes the starting point for a new acquisition and is relatively independent of the earlier steps.	Requirement: a prepared environment. The child needs to order and attach meaning to his world. It must be scaled to a child's size and abilities.
The environment helps children master material.	Children should be free to discover and to develop through individual activities.
He does not see stages as maturational or educational levels, but as the result of assimilation and accommodation, dependent upon the interaction between maturation and experience.	The three primary components are: motor education, sensory education, and language education.
Sensorimotor stage is the first level of understanding of some relationships in space, causality and time.	Each step is a preparation for the following step.
Teachers must know: 1. How children think about life. 2. The stage of their conception of the world. 3. The next step of development.	The teacher must know: 1. How to develop the whole personality. 2. How to set up an environment. 3. How children learn.
	The child's mind is an absorbent mind.
	Emphasis on the child's own inner direction.
A rich and stimulating school environment engenders interests; interests engender energy. Fundamental connection between action and learning.	Stresses importance of beauty. Everything in the classroom has a specific use and can be touched by the children. Children are taught a love of learning for learning's sake.

PIAGET	MONTESSORI
Pre-operational Period (2-7)	Sensitive Periods
Imaginative play, talking, questioning, listening, experimenting. Failure to conserve number, a tendency to characterize objects and experiences on the basis of single characteristics.	The child is particularly receptive to certain stimuli. Language development, coordination and muscle development, interest in small muscle development, interest in small objects, refinement of movement and concern with truth and beauty are important. Awareness of order, sequence in time and space, sensory refinement and susceptible to adult influence.
Animism or the tendency to attribute life to inanimate objects. An identification or the tendency to conceive of all objects made for our own purposes, realism in one's own perception	
Emphasis on intellectual development	Emphasis on motor education. The child's need to learn to coordinate and organize his movements. Sensory education: the visual-tactile, auditory and olfactory senses Various properties of form, size, color, weight, texture The use of didactic materials to educate the basic senses, the ability to judge, weight and the sense of taste. Objective of sensory education: 1. Ability to match and recognize identities. 2. Ability to recognize contrast and extremes in a series of objects. 3. Ability to discriminate among objects similar in shape, texture, color, and weight.
The teacher is trained as a careful observer and facilitator to learning.	Precise language is important. The teacher is an observer, guide and director whose purpose is to keep alive the child's enthusiasm for learning without interfering with the child's efforts to teach himself. Respect for the child and his need for privacy. Atmosphere of freedom.

Intellectual growth as an extension of biological growth, governed by the same principles and laws.

PIAGET	MONTESSORI
Identifying mental structures. If they hold true for the individual then they hold true for the species.	Needs and abilities common to all children, understand normal development as a prerequisite to the understanding of individual differences.
Quest for the nature and origin of knowledge	Concerned with the welfare of the child
Theory	Practice

Prepared environment serves as nourishment for the growth of mental structures whose pattern of development is ordained by the genes.

The child has a capacity different from the adult.

Each child has his own time and rate.

Repetitive behavior awakens intelligence. A child learns ability through action.

Number, measurement, knots, perspective, coordinates, floating and sinking, moral judgment, behavior of babies.	Practical life exercises, finger dexterity, sensory education, reading and writing exercises, arithmetic.

Both Montessori and Piaget based activities or experiments on concrete examples and observations from children's behavior.

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* ARTICLE #5

DEVELOPMENT OF CAUSALITY IN THE CHILD

Jean Piaget tells us that children's ideas about cause and effect are very different from our adult ideas of cause and effect. He studies cause and effect in children by asking them the same kinds of questions they ask us: "Why are there shadows?" "Why does the sun move across the sky?" "Where does the wind come from?"

Piaget states that the child at age 3 does not distinguish between the "I" of him self, and the people and things of the external world. Piaget calls this failure to distinguish between self and other "realism." The child must make three transitions in order to achieve an adult form of cause and effect.

1. The child must move from "realism" to "objectivity." Objectivity is the child's differentiation between the self and the rest of the world. This happens very slowly and is never complete. As adults we are still subjective in many ways. Two particular hangovers of "realism" are "animism" -- attributing life, feelings, motives to inanimate objects (have you ever kicked a door after you stubbed your toe on it?), and "artificialism" -- the belief that everything in the world is made for people (how nice of the sun to shine for our picnic today!).

2. The child must move from "realism" to "reciprocity". The child will come to realize that other people have opinions and points of view separate from and either similar to,or different from,his own. It seems to everybody that the sun follows them. Other people's ideas grow in importance to the child.

3. The child must move from "realism" to "relativity." At first children see all values as absolutes. A snail is slow; a bicycle is fast. As they grow up, they begin to see values as relative: A pebble is heavy to an ant; a brick is light to an elephant.

The child makes these three changes simultaneously and gradually in three major stages:

Period 1: Ages 3 to 5. At this age, children are always asking us why. If we ask them why back, they tell us why things are the way they are and what they are for. Their answers seem to fall into 5 categories.

Motivational answers: there is human-like motivation for everything. Rain falls to make us wet.

Phenomenistic answers: relating two facts close in time or space. The clouds don't fall down because the sky holds them up.

Finalistic answers: things are so because they are so. Fish have bones because they are fish. The sun is shining because it is.

Magical answers: what the child does has an effect on the way things are. The leaves are on the tree because I like them.

Moralistic answers: events occur because they have to. The sun goes down so we can have night. Boats float so they won't sink.

Period II: 5-8 years. The sheer number of "why" questions diminishes, but kids are still seeking answers. The answers they give to questions about cause and effect seem to fall into two categories:

Artificialist explanations: objects and happenings are man-made. Some man made the sun. Why? So we could have light.

Animistic explanations: non-living things behave as though they were alive and aware. Clouds move so they can get to different places. Lightning flashes to scare us.

Period III: ages 8-11. The child is beginning to think abstractly; eventually he makes logical explanations and can see that causal relationships are reversible. Frozen water can be melted; the child can think back to what the water was like before it was ice. At the end of this stage his thought about cause and effect (logic) is adult in type, though he is lacking in information and perspective to a varying degree. His explanations fall into three types:

Mechanistic explanations: these replace animistic explanations. Bikes move because of the pedals. Clouds move because of wind. Electric lights burn because they are plugged in.

Generative explanations: these replace artificialist explanations. Natural objects are no longer thought to be made by men. They come from other objects: the sun comes from a cloud; the wind comes from the sky.

Logical explanations: these appear around age 10 or 11. The explanations depend on "sufficient reason" -- evidence that has been considered. The child can now think like an adult, and his answers will be similar to those an adult would give.

Sometimes young children will parrot information they have heard from adults or on TV -- but parallel questioning will reveal the lack of adult understanding and the true level of causality. Is it better to allow kids to develop their ideas about cause and effect at their own rate, knowing that they will reach adult reasoning in a few years, or to impose "right" explanations on them before they can truly accept them?????

ASSIGNMENT: Choose two children to ask questions of. They should be from two different periods, i.e., 3-5 years, 5-8 years, or 8-11 years. Ask each child the following questions:

What makes:

1. A clock tick?
2. The wind blow?
3. Airplanes crash?
4. A car move?
5. The clouds move?
6. A bicycle go?
7. It rain on some days?
8. A roof leak?
9. Leaves fall from trees in the fall?
10. The stars shine?
11. Balloons go up in the air?
12. Rainbows come after the rain?
13. It get dark?
14. Shadows?

What makes:

15. The moon change shapes?
16. Boats stay on top of the water?
17. It thunder?
18. A kite fly?
19. & 20. Make up two questions of your own.

Record the children's answers verbatim, and classify the answers according to the types of explanations described above.

* Susan Kerr

See Medinuus

Lesson Plans
WEEK VI
OBSERVING PHYSICAL DEVELOPMENT AND INTERVIEWING

BEHAVIORAL OBJECTIVES: The student will
1. examine the child's physical characteristics.
2. learn how to conduct a simple interview.

EVALUATION TASKS: The student will
1. Do an interview on physical development.
2. Take two ten minute running records on large and small muscle coordination.

REVIEW: ANECDOTAL NOTES
Purpose: to discuss and share anecdotal notes.

Directions:
1. Read together the review on anecdotal notes.
2. Ask for someone to read their anecdotal notes.
3. Find the behavior patterns and list on the board.
4. Work in groups of two or three:
   a. Have each group member share several anecdotal notes.
   b. Look for patterns in the notes.

LECTURE #11 AN INTRODUCTION TO STUDYING CHILDREN THROUGH THEIR PHYSICAL DEVELOPMENT (pages 99-100)

FILM: FOUR CHILDREN (Modern Talking Pictures)

EXAMPLE: A structured Interview (pages 101-102)

DISCUSSION: INTERVIEWING in groups of three.
Purpose: To think about what knowledge we would like to have about a child's physical development.

Directions:
1. Discuss, "What are the important questions to ask concerning a child's physical development?"
2. Choose ten questions that you would ask a parent about his or her child's physical development.
3. Choose one child's mother in the film just viewed. Role play that interview.
4. Rotate roles - Mother - Interviewer - Observer

VIDEO TAPE #3: PHYSICAL DEVELOPMENT AND ITS IMPORTANCE TO CHILD STUDY

CLOSURE: Refer to page 104, a review of the course up to the sixth week.

ASSIGNMENTS:
1. Read materials for week VII, pages 105-115.
2. Use the interview you wrote in class (reword your questions if necessary). Interview one of the parents of the child you are studying.

3. Do one ten minute running record on the child's large muscle coordination (probably outdoors).
4. Do one ten minute running record on the child's small muscle coordination.

REVIEW: ANECDOTAL NOTES

Five year old Tracey sits on the living room floor petting the cat. She announces to her grandmother, "I can tell your cat is gonna have kittens, because she has bottles." Tracey has connected what looks like her bottles with the cat having babies. Tracey has been able to make this connection between bottles and babies. She also knows that cats have kittens. She is making a statement based on her observation and theories.

Not all anecdotes show intellectual development:

> The day is cold. Patty (age 4) opens the door and starts to go outside. Patty's mother asks her, "Patty, please put on a sweater, it is cold outside." Patty replies, "I don't want to." Her mother says, "If you want to play outside then you need to wear a sweater." Patty comes into the living room and lays down on the couch saying, "Oh, well, I'll just never play outside again."

This note does illustrate Patty's thinking. However it also shows a beginning conflict between mother and daughter. It shows how Patty is learning to respond to the conflict. It shows mother's sense of authority and limit setting abilities. One interpretation I have is that Patty could be learning how to manipulate mother to feel guilty and either give in or get even madder. What her mother did next would be important. Did she play the game? Was Patty allowed to manipulate? Was Patty taught how to handle her growing sense of self which said, "I know when I am cold and you don't." How did mother handle the conflict?

Before you analyze (interpret - look for patterns) your own notes. Let me share one more anecdote on physical awareness:

> Alyssa, three years old, is in the kitchen eating dinner. Half way through dinner she complains, "My tummy is full and I don't want anymore." She then sees a cookie and asks, "May I have a cookie?" Her mother replies, "No, you can't have a cookie because you didn't finish your dinner." Alyssa then picks up her fork and continues eating her dinner.

From just this one note we don't know whether Alyssa is full or distracted by the cookie. We would have to study her eating behavior. We also don't know if she always does what her mother says or she is doing it because of the reward of the cookie. We don't know if mother is consistent with her limit setting or will change her mind. We do know if we have observed other three year olds that this is a fairly typical behavior. If we know about three year olds, we can see evidence that a three year old may eat more than needed if it is sweet. Three year olds should know when they are full because the tummy feels full; but three year olds don't know what is good for them to eat and what is not good for them. They do know what they like and what they don't like because of their senses.

LECTURE #11
An Introduction To Studying Children
Through Their Physical Developments

Before a child can learn how to read he must be ready physically. Before a child can be toilet trained he must be ready physically. The preschool years should be concerned with the child's physical development; both gross and fine motor skills. Gross motor skills include running, jumping, climbing, etc. Fine motor skills are those that allow the child to put on clothes, tie shoes and color pictures. By five, the child can learn to tie his own shoes.

The development of motor skills depends upon both maturation and learning. Walking, climbing, or controlling one's bladder depends upon maturation. These skills appear with relatively small amounts of practice. As more complex skills are acquired, learning experiences play a large part in their development. If the child is not walking by two he may be either physically abnormal or limited environmentally. However, by five there would probably be a physical cause for his not walking.

There are individual differences in physical development. These differences can be attributed to culture, genetics, or sex. In 1964 Hurlock found girls to be more developed than boys of the same age. The reason for this may be through practice and cultural pressures or values. Motor skills can have an effect on the child's personality and social development. If the child is unable to perform adequately to norms for a particular age level, a child's self-esteem could be damaged through negative comments. When a child is restricted physically, the interaction with peers and teachers may be affected.

EXAMPLE:

Time: 12:00 - 12:30 Name: Cindy Age: 8 years

Setting: Elementary school playground

Cindy stands on the grass holding a jump rope. She looks around the playground and two girls walk up to her. The three girls walk toward the bars. Cindy climbs on the highest of the two bars and hangs upside down with one leg on the bar and one leg off. She pulls herself upright and sits on the bar. She then turns to a teacher and says, "I'm scared to get off." She slides down by herself and smiles. She climbs back on the same bar but this time hangs by both hands. Her two friends are there with her but there is not much conversation going on between them. She leaves those bars and transfers to the bars on the other side. Cindy is alone on those bars for awhile until her friends notice that she is gone. All three climb to the top of the bars and Cindy goes down first. She hangs by both hands and moves downward, slowly, one hand at a time. When she touches the sand she uses her hand to brush the sand off her tennis shoes. She then climbs back

back up and hangs onto the bars. She sits on one of the bars and looks out onto the playground. Cindy says, "Watch me, Pat". She leans on the bars, her hands in the center and her feet tossed over the outer part. Smiling at observer she says, "Help". She climbs down by herself and then climbs back up. There is not much conversation going on. Cindy gets off the bars and goes to the monkey bars. She climbs up the three stairs and grips the first bar. She crosses the bar using one hand then the other. Cindy walks over by observer and stands. She doesn't say anything and then walks away. She returns to the observer side and she puts her fingers in her mouth for a minute and transfers them to her hips. She is watching all the other children play. She walks off, this time she stands by the slam ball game and is asked to play. Cindy slams the ball and then prepares herself to catch the returned ball. The bell rings (12:30), she gives the ball to the other player and runs to her class.

In this example the observer watched the child using gross motor skills. It would have been helpful if the observer had been more detailed as to how Cindy used the equipment. How did she climb up the stairs? What were her movements like? Could you tell from this observation how Cindy was built? What was her energy level? Was she tense or relaxed as she climbed? What did you learn from this observation? What do you now know about Cindy? Do you have any data which would tell you whether Cindy was average physically or did she need help with her physical development?

For the child you are studying, observe motor control for twenty minutes. Observe gross motor control for 10 minutes, and fine motor control for 10 minutes. Describe in detail the large motor activities such as climbing, ru-ning and using wheel toys. Find out if the child's movements are jerky or well coordinated. Is the child awkward, graceful, light or heavy on his feet, quiet or noisy, steady or changeable? Does he move with freedom or are his movements restrained?

Describe the child's small motor ability. Is the child relaxed or tense in handling materials such as crayons, easel paint, clay or dough? Does he sit or stand stiffly, using tight rigid movements with his hands, or does he use his whole body freely?

After you have observed, interview the child's mother on the child's physical development. Formulate about ten questions that you think are important to know about the child's physical health and development. For example: you might ask when he/she started to walk. You might want to know if the child was either bottle fed or breast fed as a baby. You might want to know the mother's emotional feelings about feeding the baby. Sometimes asking, "Tell me about your child when he was a baby" will lead to information you had not considered. Follow the guidelines in interviewing when preparing your own questions. Remember that you must have permission to interview the parents and you must do it very sensitively.

Example
A STRUCTURED INTERVIEW*

Introduce yourself, tell why you want to do the interview, and why you chose this particular interviewee. Try to establish a feeling of rapport. Determine the age, sex, and name of the child.

1. Describe N. as you see him. Is he fairly good-natured, fairly easy to get along with? Easy or difficult to control?

2. What would you say and how would you feel if someone, say a neighbor, criticized N. while talking to you?

3. Can N. take care of himself in the group he plays with? With brothers and sisters? Or does he usually get the worst end of it? Do you sometimes have to step in and help out?

4. Do you feel that children usually should be held responsible for their behavior? By that I mean if a child does something he shouldn't should he be excused on the grounds that he is too little or too young to know what he should and should not do? How old do children have to be before you think they are capable of knowing what is right and what is wrong? When should they be held accountable for what they do?

5. Some parents seem to let the children run the house. What do you think about this? Should parents give in to the child's wishes and whims? To what extent?

6. What are some of the rules and regulations you have laid down that you feel N. should abide by? What are some of the things he is not allowed to do?

7. Is N. fairly obedient? Does he usually do what he is told without putting up a big fuss? Can you usually get him to do what you want?

8. How do you feel when N. argues with a command or request you give him?

9. When is it wise for parents to give in to their children? Explain...

10. How far should parents go in allowing children to question the discipline used? To what extent, and in what situations, if any, should children be given some choice as to whether or not they will do what the parents request or suggest?

11. What are some of the things N. does that require punishment? How do you usually punish him? How does he react to this?

12. Do you consider yourself quite strict or rather lenient? Explain...

13. Should parents ever ignore children's misbehavior? When?

14. All children can get pretty annoying at times. What are some of the things N. does that get on your nerves?

15. Would you say N. is more like you or like your husband? In what ways is he like you? Not like you?

16. What do you enjoy the most about N.? What are your favorite times with N.?

*Susan Kerr

INTERVIEWING

AVOID THESE MISTAKES:

1. Face-saving phrasing - Do you ever find time to play with Johnny?

2. Assuming the existence of negatively valued behavior - In what ways does Johnny get on your nerves?

3. Making a wide range of attitudes/behaviors appear socially acceptable - Some people feel this way, and others feel another way. How do you feel?

4. Pitting two stereo-typed values against each other - Do you keep close track of Johnny (careful) or can you let him watch out for himself (independence)?

Interviewers may contradict themselves - try to ask the question again unobtrusively.

REVIEW: MIDTERM

We are now half way through this course. I have presented a great deal of material. Let's take a moment to breathe and review. The purpose of this course is to help you learn how to study children's behavior. It should also help you learn how to observe children's behavior.

Please keep all of your work in a folder. You will need to turn everything in, one week before the final exam. Try to do the best college work you can. Type your paper, if possible. If you need help, go to the learning center for reading, and writing, the children's center to study children, and the actuation center for a tutor. Call me and we'll talk. Remember no one who has gone this far could possibly get less than a C unless no work is turned in and you don't attend class. Then I will simply drop you.

By now you should have finished:

1. a participant observation; no grade.
2. two ten minute running records and an interpretation.
3. ten anecdotal notes and interpretations.
4. reading the materials up to the end of week VI.

By now you should know how to:

1. take running records.
2. be able to distinguish between an objective and a subjective statement.
3. take anecdotal notes.
4. define experimental and clinical research.
5. define play and intellectual development.
6. interpret your observation.

Projects to be finished include:

1. an interview on physical development.
2. two ten minute running records on physical development.
3. an event sampling on emotions.
4. a time sampling on social contact.
5. define play and intellectual development.
6. interpret your observation.

Projects to be finished include:

1. an interview on physical development.
2. two ten minute running records on physical development.
3. an event sampling on emotions.
4. a time sampling on social contact.
5. a two page summary of the child being studied.
6. a brief lesson plan (this will be done inclass).
7. the final exam; no grade.
8. Read week VII to XII in the note book.

Lesson Plans
WEEK VII
AN INTRODUCTION
TO OBSERVING SOCIAL
DEVELOPMENT AND THE
USE OF TIME SAMPLING

BEHAVIORAL OBJECTIVES: The Student will
1. be introduced to the social development of a child.
2. learn how to do a time sampling.

EVALUATION TASKS: The student will
1. make a time sampling chart and observe the behaviors.
2. complete an exercise on introspection.

REVIEW: INTERVIEWING AND PHYSICAL DEVELOPMENT
Purpose: to introduce social development.

Directions: Ask for volunteers to share their experiences on the last assignment.

ACTIVITY A: SOCIAL INTROSPECTION
Purpose: to introduce social development.

Directions:
1. Think of the five people closest to you. List these people on your paper. Answer the following questions:
   a. Do you spend more time with these people or by yourself?
   b. Who initiates activities?
   c. Are you a leader or a follower?
   d. How do you act when you are angry with these people?
   e. How do you feel toward these people?
2. Put these papers aside and read them later.

DISCUSSION: INTERVIEW ON SOCIAL DEVELOPMENT
Purpose: to continue exploration on social development

Directions:
1. Form a group with three other people.
2. With the group, take turns role playing. A parent, an interviewee, an observer.
3. Remember the guidelines on interviewing.
4. Take turns interviewing each group member.

ACTIVITY B: RATING SCALE ON SOCIAL DEVELOPMENT
Purpose: to help bring about an awareness of social development.

Directions:
1. Fill out the rating scale, page 107.
2. Discuss the scale with the group.

FILM: NON-VERBAL BEHAVIOR

LECTURE #12 AN INTRODUCTION TO SOCIAL DEVELOPMENT AND ITS STUDY (pages 108-109).

VIDEO TAPE: SOCIAL DEVELOPMENT

LECTURE #13 TIME SAMPLING AND EXAMPLES (pages 110-113)

CLOSURE:

ASSIGNMENTS:
1. Read next weeks materials pages 117-133.
2. Do a time sample; follow the guidelines.

RATING SCALE

Analyze your own behavior in the group in which you just participated (writing your Interview Schedule). Mark where you think your behavior could be best described along each continuum.

follower _____ leader

listened carefully to others' opinions _____ rehearsed my own opinions

sought information and opinions from others _____ disregarded information and opinions of others

gave in on everything _____ gave in on nothing

goal-oriented _____ process oriented

said what I thought _____ held back thoughts

aggressive _____ submissive

passive _____ active

uncaring _____ caring

Were there any scales on which your rating of yourself and that of others in your group differed significantly? How do you account for the differences?

On which of the scales are you satisfied with your behavior? On which did you discover something you would like to change?

LECTURE #12
AN INTRODUCTION TO SOCIAL DEVELOPMENT AND ITS STUDY

Another aspect of the child's development is social. Relating to adults and peers in one's environment is very important. Social graces and getting along with people is learned through experience, imitation, and guidance from home and school. Social relationships are cultural in nature and differ among cultures.

In social development the teacher is concerned with whether the child plays alone or with a group. Can the child play alone? What kind of group play is exhibited? The types of play suggested by Parten are covered in Week IV and are important enough to memorize. These categories can be used to analyze the child's social development as well as play behavior. Does the child initiate activities? Is behavior independent or overly dependent on adults and other children?

The teacher who gathers data on the child's play behavior can help plan an environment which promotes cooperation, respect and growth. The teacher will know if the child relates well to other children and adults in the environment and will be aware of the quality of relationship. Is the child shy or withdrawn, antagonistic or aggressive, passive or whiny and are appeals made to the adults for help.

One way of studying children's social development is through sociometic techniques. The following material is taken from Milly Almy's, Ways of Studying Children. The friendship structure of a group can be examined. The teacher asks, "Who are your best friends?" or "What children would you like to have sit next to you?" Remember that children's choices may vary from day to day and activity to activity. (Almy page 74). After deciding what questions will be asked, the responses may be tabulated or charted. The total number of choices each child receives is the score, which gives insight into the child's social activities. Figure 2 on page 114, is taken from Almy. From this type of information you can find out if the child is chosen very little or a great deal, and by whom. Were the choices reciprocal? (Almy page 79). For a visual presentation, the information tabulated can be made into the form illustrated in Figure 3 (Almy page 81) which is called a sociogram.

Almy discusses how to do sociometric techniques, their advantages and disadvantages, and how to interpret them. She points out that these techniques can't be isolated, but supplement the teacher's other observations. For the younger child, choices change more frequently and the information is not as reliable. The teacher can use pictures of the children to help make the choices. Usually the young child does know who he likes or dislikes. Important clues about the child's social skills can also be gained through observation. The following is an example of a running record on social development:

SETTING: Cindy (age 7) and her friend Julia are playing in the side yard. There is a fence dividing the yard from the neighbors. Cindy is in her yard and Julia is in hers.

On the fence sit two pots, an empty milk carton and an orange juice can. Close by there are bushes and a rubber tree. These leaves are being used to make tacos. Cindy stands on her side of the yard while whe collects dirt from the ground to make masa. (a dough used to make tamales). She uses water to mix the ingredients and then pours it into the milk carton. Julia runs to the faucet; her intent is to get some more water, but she runs back, stops, and says to Cindy, "I didn't get the water". Cindy takes the container and goes to the faucet. Cindy says, "I'm making orange juice Julius". Julia holds the can up to Cindy's nose, she says, "It smells like chile". After Cindy finishes stirring the juice she pours more water into the can. She places the container on the fence and wipes the dirt from her hands on her blouse. Cindy walks over to the other side of the fence. Julia moves away to the curb and sits on a rock. Both of the girls are now on the same side of the fence. They pick leaves from the plants. Cindy empties her dirt out and adds clean water. She walks to the corner of the fence and says, "I'll add some spice." Julia sits down and Cindy says, "Mine is popping, look at it Julia." Cindy says, "Look at that, it looks like seaweed!" She asks Julia, "When are we going to make tacos?" Julia replies, "I'm going to bed." Cindy responds, "Then go to bed, you already told me 55 times." Cindy starts to hum while stirring her dirt and water. She says to the observer, "You're in the barn, the chickens are going to eat your feet up!" Cindy says, "It's bedtime." Julia replies, "Yeh, let's get some shut eye." and she repeats this two more times. Cindy fixes a bed on the fence and Julia lies down on the grass. Julia picks up Cindy's can and puts the can to her mouth. Cindy says, "no, Julia that's for the chickens." Julia dips the spoon, tastes the food, then says, "O.k., you can have some lemonade."

QUESTIONS:

1. How did the two girls relate to each other? What are your judgments?
2. Who was the follower, the leader?
3. What were your feelings? (emotions?)
4. What does research tell us about social development?
5. How could an adult help the girls grow socially?

Reference: Moore, Shirley G., Research in Review Social Cognition: Knowing About Others, Young Children, Vol. 34. March 1979, No. 3

LECTURE #13
TIME SAMPLING

Time sampling will be used to study social contacts. We will be able to quantify our data with this method of child study; that is, behaviors will be counted. This method is widely used and can be very useful in gathering certain types of information about specific behavior. Time sampling lacks richness of detail and does not describe the complexity of the child's world as well as do running records or anecdotal notes which are recorded in a naturalistic setting. Running records occur on the spot and the anecdotal note which is a small segment of the running record, can be a recalled event. Decide in advance what behavior shall be observed and recorded when you use time sampling.

Behaviors that occur frequently such as; aggression, quarreling, cooperation, conflict, mother-infant interaction, dependency behavior, and nervous behavior are examples of behavior which lend themselves to time sampling.

DIRECTIONS:

1. Choose and define the behavior you will observe. For this course, the behavior you choose should be a part of the child's social development. For example, if you choose to observe friendliness, what you call friendliness must be defined: smiling, helping, talking, etc.

2. If you are doing a child study paper, you will be gathering data onnone aspect of the social development of the child you are studying. Watch the child for at least twenty, five minute observations. Sample the day's behavior; for example: 25 minutes in the early morning, 25 minutes in the later morning, 25 minutes in the afternoon and 25 more minutes in the evening. If you can't, then do your time sampling during the morning at a nursery school. If you choose to study a toddler, you might want to choose to study his dependency upon his mother. One way to do this would be to observe for 30 seconds every five minutes for an hour. At the end of the hour you would have made 20 observations. If you repeated the observation at three different times, say, after a nap, the first hour in the morning, and the last hour before bed time, and recorded the presence of other people in the room, you could begin to make some correlations between observed behavior and other fac factors. Does the child play alone with toys more the first hour of the day, after a nap, or before bedtime? Does the child play alone with toys more or less when a parent is in the same room? How many contacts does the child have with the parent or adult?

3. This technique can be used to observe a class of children. If you have 20 children and you want to determine the amount of social behavior, you might observe each child according to an alphabetical list for one minute each. During one hour, you would have made

three observations of each child. Each time social behavior occurs during this time a check is placed beside the child's name. This would give you some information; however, to be more accurate the sampling should be repeated on subsequent days several more times. If you repeated this observation two more times, each child would have been observed nine times. If you know the sex and age of each child, you could begin to have some guesses about, "Do boys or girls show more evidence of social behavior?" "Do three-year-olds or four-year-olds have more social contacts?" "Is there more social contacts indoors or outdoors?"

Time sampling takes small, random bits of time from the child's day and generalizes about his overall behavior based on those small segments. Time sampling gives you many observed behaviors for counting, comparing, and making correlations.

EXAMPLE OF TIME SAMPLING: (see page 114-115)

Brief analysis:

Suzie is young (2 1/2). The time of observation is before dinner. During 100 minutes of observation, Suzie either sought to be comforted or was given comfort (67 times). Suzie either seeks comfort (41 times) or comforts herself (12 times).

Questions:

1. What have we learned about Suzie?
2. What is Suzie learning?
3. How do we know if Suzie's behavior is normal for her age?

Reference: Medinnus, Gene, Child Study and Observation Guide, pp. 17-21 and pp. 89-91.

Time Sampling: Social Development

*Category of Behavior: Making Contact
Receiving Contact

Name: Suzie
Age: 2 1/2
Time: 2:55-5:45
Day: Thursday, March 9, 1978

Categories	2:55-3:00	3:10-3:15	3:25-3:30	3:40-3:45	3:45-3:50	3:50-3:55	3:55-4:00	4:05-4:10	4:20-4:25	4:25-4:30	4:30-4:40	4:40-4:45	4:45-4:50	4:50-4:55	5:00-5:05	5:05-5:10	5:10-5:15	5:20-5:25	5:35-5:40	5:40-5:45	
1. Calls to Mom		✓		✓✓		✓✓✓		✓	✓✓				✓		✓✓	✓				✓✓	18
2. Runs to Dad			✓	✓	✓	✓✓✓				✓✓		✓	✓							✓	11
3. Is picked up	✓					✓				✓										✓	4
4. Asks to be picked up		✓		✓						✓			✓		✓✓	✓			✓	✓	10
5. Gets security blanket												✓							✓		2
6. Finds bottle			✓																✓		2
7. Parents play with her															✓	✓	✓	✓			3
8. Sucks thumb						✓✓	✓			✓	✓	✓		✓✓						✓	8
9. Gets a hug, squeeze, pat on head or back			✓✓✓							✓							✓	✓	✓	✓	7

Total 67

Total Time 1 hr. 40 min.

Rank Order

#1	Calls to Mom	18	#6	Gets picked up	4
#2	Runs to Dad	11	#7	Parents play with her	3
#3	Asks to be picked up	10	#8	Finds bottle Gets blanket	2
#4	Sucks thumb	8		Total	67
#5	Gets a hug, etc.	7			

*Peggy Boucher

Time Sampling: Social Development

Category of Behavior: Social Contact

Name:
Age:
Time:
Day:

20 five minute time segments

Categories	Time																				Total
1. social contacts other child																					
physically																					
verbally																					
2. other child contacts social																					
physically																					
verbally																					
3. social contacts adults																					
physically																					
verbally																					
4. adults contacts social																					
physically																					
verbally																					
																				Total	

Rank Order

#1
#2
#3
#4

TIME SAMPLING

Class of ten two year olds.

Definition of type of behavior to observe:

1. Anger - hitting, yelling, kicking or biting, taking toys away
2. Fear - backing away, trembling, crying
3. Love or Friendship - hugging, kissing, touching
4. Joy - smiling, jumping up and down, laughing

Random times of the day

	9:00-9:20	9:30-9:50	10:00-10:20	10:30-10:40 Birthday Party	11:00-11:20
ANGER	xxxxxxxx xxxxxxxxxx xxxxxxxxxx	xxxxxxxxx xxxxxxxxxx xxxxxxxxxx	xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxx	xxxxxxxxxx xxxxx	xxxxxxxxxxxx xxxxxxxxxxx xxxxxxxxxxx
LOVE	xxxxx	xxx	xxxx	xxxxxxxxxx	xxx
FEAR	xx		x	xxxxxx	x
JOY	xxxxxxxxx	xxx xxxxxxxxxx	xxxxxxxx xxxxxxxxxxxx	xx xxxxxxxxxxxx	xxxxxxxxxxxx
	Anger 28 Love 5 Fear 2 Joy 9	Anger 29 Love 3 Fear 0 Joy 13	Anger 37 Love 4 Fear 1 Joy 21	Anger 16 Love 10 Fear 6 Joy 15	Anger 48 Love 3 Fear 1 Joy 13

TOTALS

ANGER	158
LOVE	25
FEAR	10
JOY	71

This was a typical day in the class. The children are easily angered as can be seen by the chart. Most of the anger is due to the fact that their vocabulary is small and they have a hard time communicating with each other. Most all of the anger came when something was taken away from them. The second largest group is joy. They are easily angered but quick to forget. They seemed especially happy during the birthday party. Love was third in the group. At times they are very tender, kissing and hugging each other. Fear was a small percentage of their behavior. Most of the fear that day came from balloons which were popping during the birthday party.

Over all you could say from this study that two year olds are easily angered and about half of the time they are joyful and sometimes loving.

Note: This time sampling did not see evidence of fearful behavior on this particular day, however two year olds have many fears.

Lesson Plans
WEEK VIII
OBSERVING EMOTIONAL DEVELOPMENT AND EVENT SAMPLING

BEHAVIORAL OBJECTIVES: The student will
1. learn how to define the word emotions.
2. know Erikson's eight stages of development.
3. become familiar with the basic idea of a personality theory.
4. explore his/her own feelings.
5. know how to do an event sampling.

EVALUATION:
1. assignment on emotional behavior.
2. event sampling.

INTRODUCTION: ERIKSON'S CHART ON EMOTIONAL BEHAVIOR (pages 120-121)

LECTURE # 14: AN INTRODUCTION TO EMOTIONAL DEVELOPMENT (pages 122-126)

DANCE DEMONSTRATION: PUSHING THE CLOUDS AWAY
Purpose: An introduction to emotional needs.

SLIDES: EMOTIONS
Note: A collection of pictures of children's faces and body movements that illustrate emotional feelings.

Purpose: to show student's children's emotions.

ACTIVITY A: INTROSPECTION THROUGH MUSIC
Note: Choose five records that elicit emotional feelings.

Purpose: To get in touch with feelings.

Directions: 1. Listen to the music and write down your feelings.
record examples
I Love to Laugh, from Mary Poppins
The Haunted House, Walt Disney
The Brave Bulls
My Mother Wanted Me, Rod McKuen
The Sounds of Silence, Simon and Garfunkle
2. Read these statements over.

LECTURE #15: EXPLORING EMOTIONAL GROWTH: A PERSONAL APPROACH (pages)

ACTIVITY B: EMOTIONAL WORDS
Purpose: to examine words that evoke feelings.

Directions: 1. Turn to your neighbor and tell him a word that you like. (I like hot fudge, warm, fun, comforter)
2. Now tell him a word that you don't like. (Mine are schooch over and shut up).
3. Now make a list of all the words that make you feel good and the ones that make you feel bad.

LECTURE # 16: CHILDREN AND EMOTIONS (pages 130-133)

LECTURE #17: EVENT SAMPLING (page 135)

DISCUSSION: OBSERVATION ASSIGNMENT EMOTIONS (pages 144-146)

Directions:
1. In a group, develop one sentence describing each person's main emotional characteristics as a child. For example: I was a shy, lonely, redhaired child embarassed because of my buck teeth and glasses.
2. Now positively state these characteristics as an adult; Example: As an adult I am sensitive and understanding and am in touch with many of my emotions.

VIDEO TAPE: STUDYING EMOTIONAL DEVELOPMENT BY THE USE OF EVENT SAMPLING

"Luv Bats" demonstration.

CLOSURE: POEM FOR EVERYMAN
by John Wood

I will present you
parts
of
myself
slowly
if you are patient and tender.
I will open drawers
that mostly stay closed
and bring out places and people and things
sounds, and smells, loves and frustrations, hopes and sadnesses,
bits and pieces of three decades of life
that have been grabbed off
in chunks
and found lying in my hands.
They have eaten
their way into my memory
carved their way into
my heart.
Altogether - you or I will never see them -
they are me.
If you regard them lightly,
deny that they are important
or worse, judge them
I will quietly, slowly
begin to wrap them up,
insmall pieces of velvet,
like worn silver and gold jewelery,
tuck them away
in a small wooden chest of drawers
and close.

(Source: Wood, John; How Do You Feel? A Guide to Your Emotions.

ASSIGNMENTS:

1. Read all materials in Week IX.
2. Start on your event sampling.

Chart
ERIKSON'S EIGHT STAGES OF MAN

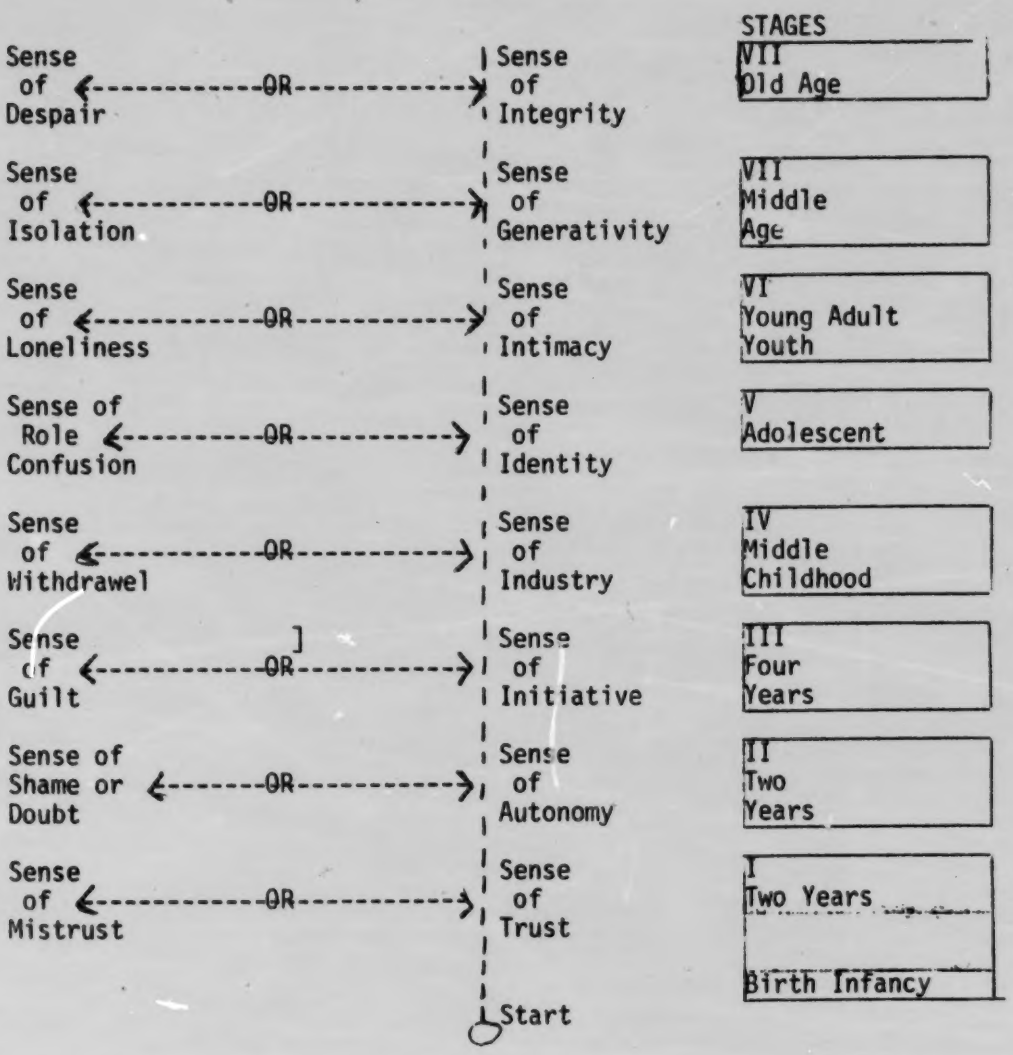

Chart
EMOTIONAL BEGINNINGS

Infancy

Sense of Mistrust

Promotes

Feelings of	In Adulthood
Rage	Spite
Rejection	Betrayal
Longing	Bitterness
Fear	Hostility

Maximizes frustration

vs

I feel loved and wanted and cared for

Sense of Trust

Promotes

Feelings of	In Adulthood
Security	Tenderness
Acceptance of both negative and positive feelings	Caring
Anger	Acceptance of anger
Love	

Minimizes frustration

Sense of Shame and Doubt

Promotes

Feelings of	In Adulthood
Weakness	Continues to doubt ones abilities and feel shame about ones bodily functions and needs
Helplessness	

Maximizes feelings of I'm not o.k.

vs

I can do it myself

Sense of Autonomy

Promotes

Feelings of being	In Adulthood
Powerful	Acceptance of one's strengths and weaknesses
Strong	
Capable	
Adequate	

Maximizes sense of strength

Sense of Guilt

Promotes

Feelings of	In Adulthood
Guilt about aggressive and assertive actions	Anger
	Resentment
	Withdrawal
	Pain
	Failure

vs

I dare to try new and different things

Sense of Initiative

Promotes

Feelings of	In Adulthood
Adventure	Creativity
Excitement	Drive
Joy	Imagination
	It's all right to fail, I can try again
	Perseverance

LECTURE #14
AN INTRODUCTION TO EMOTIONAL GROWTH

The child's feelings about himself/herself affects his or her performances and relationships in school. Research on emotional development is abundant. Robison (1968) sums up much of the research in his area. He feels that emotional development should not be confused with what can be observed in a situation. The observer must understand the original source of frustration and the degree and type of reaction that takes place. Emotional reactions develop early in life and can lead toward very positive and motivating action for some people. Some authorities believe that by the age of five emotional patterns are developed. These patterns will not basically change after that time. Some authorities beoieve that the baby is born with a built-in degree of emotional tolerance for life. Emotions are subject to greater degrees of fluctation than any other area of growth and development.

The mother image is the most important influence on the child's emotional development in early life; after that peers are more influential. Patterns of behavior in an individual can be analyzed. Piaget implies that emotional development and intellectual development cannot be separated. Stimulus, either real or imaginary, touches off emotional reactions. The last point Robison makes is that emotional behaviors cause physical reactions; if this is true, then the degree of emotional intensity could affect physical growth and development.

One task for teachers is to search for clues to a child's behavior pattern and to try to understand how these patterns of behavior affect learning. Personality theories technically describe the structure and development of an individual's personality. These theories set forth a comprehensive view of man, his life style, and behavior. They attempt to explain how each person develops.

Freud is probably the most prominent of the personality theorists. Freud viewed man as being an instinctual creature driven by his strivings for infantile gratification. Striving to satisfy primitive instinctual drives, such as sex and aggression, interferes with a person understanding his real emotional awareness of self and others. Man distorts the world's reality by utilizing defense mechanisms, which permit him to block out and to redefine what he can't accept. Freud believed that defense mechanisms protected the ego and helped man remain sane. However, such behavior altered man's conception of the world and his relationships with others. The unmet needs of childhood are being sought continually. Freud divided this phenomenon into three major areas: 1. The conscience, what a man/woman should or should not do. Transactional analysis calls the super ego the "parent tapes" which are admonitions, advice, warnings, etc. from parental figures. 2. The mediator between the unconscious and the real functions of the world is designated to satisfy instincts by negotiating with the external world. Freud calls this the "ego". 3. The unconscious primitive striving for gratifications was labeled the "id".

Freud saw man as a creature of emotions for whom reason is only a secondary influence on behavior. Alfred Adler views the person within a social context, de-emphasizing Freud's seeming preoccupation with sexuality. Adler, Jung, Horney, Sullivan, and Erikson disagreed with Freud's position and developed theories of their own. Scarth (1969) summarizes the Adlerian position in ten statements:

1. Personality is highly individual but self-consistent.
2. Behavior is goal oriented.
3. People want to feel good about themselves.
4. Man is succe-s oriented.
5. Man can only be studied in a social context.
6. In order to solve life's problems people must learn to cooperate.
7. How an individual perceives himself and his environment and his concept of success determines his life style.
8. In a healthy personality social interest gives the direction for striving. In mental disturbance where social interest is lacking there is no motivation.
9. Everyone feels a degree of inferiority; this makes him act.
10. Each individual has different approaches to life, and engages in different degrees of activity.

Erikson views man as developing by solving eight crises throughout life. Where he achieves success in one stage, the next stage begins. Adolescence is a critical period. The eight stages are:

1. Sense of trust or sense of mistrust.
2. Sense of autonomy or sense of shame and doubt.
3. Sense of initiative or sense of guilt.
4. Sense of industry or sense of withdrawal.
5. Sense of identity or sense of role confusion.
6. Sense of intimacy or sense of loneliness.
7. Sense of genrativity or sense of isolation.
8. Sense of integrity or sense of despair.

John Watson (1878-1958) believed that behavior was a result of learning and not of nature. He referred to observable behavior only. The individual is a product of his conditioning. Behavioristic psychologists predict and control human activity by gathering data under the experimental method.

B.F. Skinner's experiments; based on Pavlov's work, led to certain conclusions concerning operant conditioning. Operant conditioning is defined as a voluntarily or spontaneously initiated behavior which is strengthened or discouraged by positive reinforcement or negative reinforcement. Negative reinforcement happens when the stimulus is removed. For example, when a child is isolated from his class this is a punishment. The negative reinforcement is allowing the child to return to the classroom. When the child is allowed to return to the situation he left, this negative reinforcement increases the probability of the behavior that follows. The child should then be able to conform to the behavior expected in the class. Take a specific example: Story time. The teacher is reading a story to a small group of eight children. Johnny is having a hard time sitting still. He pokes Sally in the back and punches Sam

on the leg. Sam turns around and says to Johnny, "Stop it." Johnny hits Sam on the leg and he puts his feet straight out in front of him. Sam growls, "I told you to stop it." Johnny moves his leg, this time sitting even closer to Sam. Sam says, "Teacher." The teacher stops the story "Johnny, you are bothering Sam." Johnny folds his hands in his lap. The teacher reads the next page. Johnny moves, crosses his legs and kicks Sam on the knee. Sam turns and kicks Johnny on the leg. The teacher says, "Sam and Johnny you need to be quiet during story time. Johnny you seem to be having the most trouble sitting. Please go into the office until you can come back and join us." Once in the office the punishment must be complete isolation. The director or the principal does not talk to the child. Several minutes later a teacher can come and ask Johnny if he is ready to return the group. When he returns to the group the child is then provided with a place to sit without any comments. If he repeats the disturbing behavior he is again isolated.

In positive reinforcement the desired behavior is immediately rewarded. The reward has to be one the child will want. Usually the teacher's praise is coveted. At story time if Johnny can sit through one whole story without hitting or kicking or talking, the teacher immediately tells him. "Johnny, thank you for listening to the story so quietly." Some teachers choose to reward good behavior (the behavior the teacher wants) with happy faces, stars and M and M's.

In both positive and negative reinforcement the new patterns of behaviors are learned and old behavior patterns are abandoned as a result of reinforcement. If a child only gets attention for "bad" behavior, then spanking is a form of attention and becomes a reward. Punishment does not extinguish (or stop) the behavior. It is used only as a means for negative reinforcement which stops the punishment. Modeling is another way to change a child's behavior. The child observes the behavior in another person (usually one who is admired or feared) and copies (imitates) that behavior.

A third approach to studying emotional behavior is the humanistic position espoused by leading theorists Maslow and Rogers. Maslow was essentially concerned with the process of self-actualization. He believed that the individual could continually grow, change, and become a flexible and fulfilled individual. Rogers contention is that man is essentially good, with a natural inclination toward growth. Rogers examines man in his continual interaction with the environment. The individual's self emerges from this interaction with his life field. One way of looking at affective growth is to examine the success or failure of the individual's methods of satisfying his basic needs.

In Maslow's scheme of things, the healthy person develops in the affective realm by satisfying levels of needs. The highest level is the achievement of self-actualization. An example of a teacher promoting self-actualization occurs in the following illustration: The teacher using a behavior modification approach would help change Johnny's behavior by both negative and positive reinforcement. A teacher utilizing

Rogers or Maslow's theories might have handled the situation in the following manner. Johnny has just kicked Sam and Sam kicks Johnny. The teacher stops the story. "Johnny, Sam didn't like it when you kicked him. You don't seem to have enough room. Would you like more room or would you like to choose another activity? You do not need to stay for the story, but if you choose to have a story you need to listen quietly and have your own space." The teacher then has given Johnny a choice to meet his own needs and also has set a limit of a clearly defined behavior for him to choose. If Johnny can't make the choice she needs to help him further. "Johnny it is hard for you to sit today at story time, you may choose to do the puzzles at the table instead." Later the teacher takes observation notes on Johnny, or perhaps does an event sampling on his abilities to meet his own needs. Every time she observes Johnny taking care of his own needs she takes a running record of his behavior. Every time she sees that he doesn't know how to take care of himself she also takes a running record. At the end of the week she makes a chart for Johnny. By the end of the week she has about 20 such events she can analyze.

EVENT or EPISODE	Makes his own choice of activities (independent behavior)	Teacher chooses activities (dependent behavior)	Subject tells peers how he feels	bites, kicks takes away toys
#1				

She might also do a time sample of the number of times Johnny disrupts an activity by talking, biting, etc. Anecdotal notes could also be taken of Johnny's interests or disruptive behavior. When the teacher is finished she has gathered data and has some idea why Johnny behaves the way he does. Now she can help Johnny learn how to better meet his own needs. She might find out that:

1. Johnny feels crowded during group time.
2. Johnny doesn't know how to tell someone what he is feeling.
3. Johnny can't make choices on his own. He doesn't know what he wants.
4. Johnny can sit for only a short period of time.

The teacher next needs to check out her findings. She can do this by interviewing the parents, by looking at his medical history, and by trying out activities that would tell her more about Johnny. She might take him to the library and have him choose the books. The next step for the teacher is to take all of her information and plan for Johnny. She might:

1. See to it that Johnny has his own space. A carpet square, a chair, or a space next to the teacher.

2. Help him express himself verbally by helping him tell the other children how he feels.
3. Increase his vocabulary through word games and pictures.
4. Help him learn how to make choices.
   a. by giving him simple choices like choosing a book for story time.
   b. by choosing what to eat at shack. "Do you want peanut butter or cheese on your cracker?"
5. Increase his attention span by watching what interests him.
6. Providing him with activities that promote his interests.

LECTURE #15

EMPLORING EMOTIONAL GROWTH: A PERSONAL APPROACH

The summer I taught in Ohio was really gratifying to my ego and a boost to my self-esteem. I enjoyed the job since it was in the country, and I especially enjoyed the children. We were fed: Fried chicken, fresh vegetables, and home-baked pies. Even now the feeling of being taken care of overwhelms me as I recall that summer and those meals. I have always been able to identify with children, possibly because of my sensitivity to a lonely and painful childhood. Yet, the warmth and adulation the children in Ohio gave surprised me. "You really listen." "It's good to have a grown up talk to me." "I'm gonna marry you when I get older." The younger children hung around after school to put things away and just talk. The older children tried to imitate my ways to the point that one boy where I was staying wouldn't eat until I arrived at the breakfast table. When I chose my meal, he would have the same thing. That was the summer when I was totally appreciated. In my college courses we were learning how to listen and to help children accept, understand and voice their feelings. The children seemed to be eager to talk and talk and talk.

Since then I have worked on identifying, accepting and understanding children's feelings. That long ago summer started a process in me that would take more than a life time to complete. I could listen mechanically; I mastered all the techniques. However, the following summer in Oklahoma those techniques didn't work. I was ready to listen, but no one wanted to talk. I was on an assignment to Kiowa Indian schools. , a new cultural experience for me, where children had different modes of expression. I learned later that feelings were the same. I was called "The White Eyes". Both children and adults viewed me with what I felt was anger and suspicion. I was totally unprepared for this experience. The children finally did respond to my stories and songs, but by the time the summer was half over I had pneumonia and almost died. I thought it was due to the heat and long working hours. I know now that my body was reacting to the rejection I felt and the resultant feelings of loneliness, isolation, and consequent self-worthlessness. In both experiences I had let the outside world determine my self-worth.

Ronald B. Levy, psychology instructor at Citrus College in Azusa, California, shares two statements in his book, I Can Only Touch You Now, one of self-worth and one of hopelessness. These feelings are both genuinely the person's own and he must take full responsibility for them.

> I think I have never felt so completely worthless, so broken, so apart in my life!
> Yet, this feeling is mine. How do I relate to it? It is here with me now.
>
> I think I have never felt so valuable and together in my whole life! And this feeling is me! What will I do with it? How do I keep it? It is here with me now!

Feelings are present from infancy. Spritz (1965) and Bowlby's research revealed that babies died when emotional care was not present, even if they were well cared for physically. Spritz considers the baby's first social smile, eight month anxiety and head shaking as signs of negation. Anger is the beginning of early emotional discrimination. Crying and feelings of helplessness are also present frominfancy. (Schmale, 1954) The infant's behavior indicates feelings; however, it appears that the infant can't reflect upon these feelings but instead when his/her needs are not met, the entire body responds and the infant reacts to a stimulus from either within or without his/her own body.

Where these feelings start depends upon the theoretical position one takes. Barnes' in Your Baby is a Person, contends, along with other authorities, that each child is uniquely special and is born with a particular tendency toward responses. These choices are involuntary at first, but through conditioning and environment a pattern is established and the child develops his own particular emotional personality.

It seems that the intensity of emotion and the temperment varies with particular individuals. For example, take fear. This seems to be the primary emotion of man. Anger is called a secondary emotion. Carlos Castaneda writes that fear is the first thing man must face on his growth journey. Therapists state that in the therapeutic process (Gilliland and Gilliland), pain is the last emotion from childhood that is really accepted and conquered, and pain produces fear.

Let's role play the possible beginnings of fear. An eight month baby is playing on the floor and this lovely spider wiggles towards him. The baby goos and tries to reach the spider. The mother can have several reactions, but the one that produces a beginning fear of spiders is this: The mother screams, steps on the spider, yanks the baby up and spanks him. "Don't ever touch spiders; they will hurt you." There are varying degrees of this behavior; however, this will help the child begin to be afraid. If it happens again and again, the child will develop a fear of spiders. Of course, much will depend upon the temperment of the baby and what other experiences he/she has. Observe this child a few years later in a nursery school setting. He/she falls down from the jungle gym. There are four teachers in the yard and all four teachers rush to pick up the child. The child is not hurt, but is frightened by the adults' behavior. A small infant is from birth afraid of loud noises and of falling (the startle reflex). At about 18 months the child begins to identify objects with permanency and it is at this time that he/she exhibits fear of strangers. In this case, fear of strangers is positive and shows the child's beginning awareness of the world. However, before this time the infant shows little fear unless conditioned to fear (outside of the startle reflex). Taking into account inherent temperment, different children will respond differently and with different degrees of intensity. Yet the emotion is the same for everyone. The infant and the ninty-four-year-old experience the same feelings of fear, anger, hatred, love, warmth, etc. Each feeling is uniquely the person's own, resulting from behavior patterns, responses to stimuli, choice of stimuli to respond to (habituation), and desire on whether

to control or use the feelings through sublimation (hiding, covering up) defense mechanism (blocking) projection (putting blame on others) acceptance (taking the responsibility for the feeling) or denial. There are probably other choices as well.

Levy states, "My choices - active and conscious - are always all right. My anesthetized mistakes of "good fortunes" are nothing. They are not real experiences and hence are not me or even a part of me."

When I accept this realization I feel sad and cheated because of all the real opportunities I have passed up. I feel angry with myself and others. The choice of how I feel and will I be responsible for my feelings comes from within. I am grateful that now I can feel the sadness and loss. Some day when I am ready I'll give up the sense of blame and realize that my responses were uniquely mine and what is gone is gone.

Now I can learn how to make choices that will lead me toward self-actualization as defined by Maslow and researched by Shostrom. "It is a multi-dimensional approach used to assist the individual toward self-actualizing, which may be defined as an ongoing process of growth toward utilizing one's potential." (Shostrom, p 1).

Learning how to identify emotions is important in teaching. Learning how to listen is important. The greatest learning for a teacher is recognition of his own emotional behavior. This must be achieved before a child's emotions can be understood. Jersild's, <u>When Teachers Face Themselves</u> is particularly helpful: He states

> "Education should help children and adults know themselves and to develop healthy attitudes of self-acceptance."
>
> "The teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance." (Jersild, p. 2)

This doesn't just apply to teachers but to anyone who wants to live with a young child and is concerned with his/her emotional growth and self-acceptance or awareness. Emotional growth, taking care of oneself, or accepting responsibility for personal actions and feelings of self-worth cannot be separated.

SUGGESTIONS FOR STUDY:

1. Look up the terms you don't know and define.
2. For future study these theories are important:
   a. Freudian, which includes Neo Freudian: Freud, Adler, Erikson, Horney.
   b. Behavioristic: Watson, Skinner, Pavlov.
   c. Humanism: Rogers, Maslow, Shostrom.
   d. The relationship between Existential positions and humanism Maxine Greene (1973).

LECTURE #16

CHILDREN AND EMOTIONS

An emotion is an internal state or experience. Emotions cannot be observed; however, responses to stimuli that produce feelings can be recorded. Behavior is observable. The choices of how children behave in response to their emotions can be seen. However, the observer needs to be in touch with his/her own feelings in order to objectively rather than subjectively observe, blame or make judgments. Quanty and Davis point out that when an observer concludes that another person is happy, angry or depressed, he is probably basing his judgment on how he would feel in the same situation. The interpretation of these notes may be correct; however, the possibility of making an error in judging another's emotional state on ones own frame of reference is high. As we get older, emotions are hidden to the point where sometimes we don't even know what we really feel.

Observer judgments of emotional states are not usually considered to be very useful data for a scientific study of behavior. In the existing literature (e.g. Bandura and Walters 1963) many researchers have limited their studies to overt emotional behaviors, avoiding any speculation on how the subject of their observations actually feels.

Let's examine the emotional development of an average two-year-old, being careful to keep the above mentioned cautions in mind. The average two-year-old child has developed various differentiated emotions. This we conclude from observations that behaviors show. These emotions include fear, disgust, anger, jealousy, distress, excitement, delight, joy, elation, affection for adults, and affection for other children.

By this age both physical and intellectual development allow the child a great deal of interaction with the environment. Maturational growth accounts for the emotional differentiations. When the infant gets older he/she crys more and more from fear of strange surroundings because of an increase in intelligence. The infant is developing a clearer perception of whether surrounding things and persons are familiar or strange; this fear tends to be generalized. Fear of specific things, such as animals, reptiles, insects, etc., is generally the result of conditioning by older children or adults.

At this age, probably because of the development of autonomy, the child begins to differentiate between likes and dislikes. The behavior of the two-year-old indicates disgust when he fails accomplishing new tasks or when encountering things or people he dislikes.

Anger is felt and often displayed when the child is opposed. Jealousy is also developed by the age of two and is generally felt by the child who feels rejected or replaced. When parents pay more attention to another child, or when the child feels that parents aren't approving of him, jealousy is exhibited.

Distress shows when the child is physically or emotionally uncomfortable. This emotion differentiates into anger, disgust, and/or fear. Excitement is a response to an environmental stimulus and the young child wiggles with joy.

The two-year-old can become quite pleased with a situation and shows delight. This emotion differentiates into joy, elation, and affection. Joy is exhibited when the child receives what he/she wants. Elation, the state of being filled with joy or pride, is usually brought about by a successful accomplishment such as that found in affection for parents, animals, and other children.

The emotions of children are simple, spontaneous and short-lived; they are also very intense and the two-year-old is incapable of controlling them. Temper tantrums begin at this age. If allowed to go unchecked, the child learns to manipulate adults by these emotional outbursts. This may be due to conditioning. For example, adults respond to these outbursts by either letting the child have his own way, thus reinforcing the behavior, or by stopping the emotional outbursts by physical means which leads to repression of feelings. It is at this age that the parents, by listening and accpeting the emotional feelings of the child, help the child learn to accept and guide his own feelings in a positive direction. Punishment or permissiveness in allowing free reign of emotions leads to feelings of a poor self-concept, anger, helplessness and tyranny (Adler). In extreme cases some parents abuse children when they have emotional outbursts and consequently these children grow up using the same patterns of child rearing practices.

It is the child's emotional behavior that usually causes the parents to abuse him. The parent can't control the child and physically tried to stop the behavior. One hypothesis is that the parent has been abused and that he/she cannot face or accept the intense emotions the infant stirs up in the parent.

In addition to physical abuse, psychological abuse, which is probably even more prevalent can do as much damage but is outwardly invisible. Anger in the two-year-old child tends to be the result of the increasing number of social restrictions being imposed on him. Frustration comes when a growing number of social restirctions increase a child's emotional tension. Adults also impose rules on the way he can appropriately release these tensions.

With this age period comes anxiety at having to relinquish control of mother, accepting dependence on her, and beginning independent actions. This anxiety can evoke the negative emotions of fear, disgust, anger, jealousy and distress.

The development of autonomy allows the two year old child to view himself as a person, separate and apart from other people. This new-found individuality tends to result in the overt appearance of the above emotions. The reason for this is that the child is experiencing many conflicts and frustrations during this period. For that reason the two-year-old period is often referred to as "the terrible two's".

As the child becomes older he moves through the period Piaget calls, "The pre-operational period." He/she is learning how to understand feelings. Before, the child could only relate nonverbally but is now learning how to use symbolic verbal language. My classic examples of fear are the four-year-olds growing fear of being flushed down the toilet, the fear of being picked up by the garbage man, the fear of going down the bath drain and the fear of the dark, among others. All of these fears indicate growth. There are so many variables that can't be identified and controlled involving why one child becomes fearful and stays fearful while another child doesn't. One of the best books on this subject is Selma Fraiberg's The Magic Years. She attempts to explain what actually goes on with the young child as he grows through this period.

Three behaviors which have been extensively studied during this period and later are aggression, dependency and fear.

AGGRESSION: Aggression in our society seems to be the most threatening to adults. Psychologists don't agree on which specific behaviors should be labelled "aggressive". Quanty and Davis report that acts of physical or verbal violence toward another person are the most obvious example of aggressive behavior; accidental injury is not aggression. Destruction of property is considered to be aggressive. This is hard to evaluate for preschool children because they have not yet learned what is breakable and just how much stress various materials can withstand. What causes aggressive behavior? Dollard, et al, (1939) suggests that aggression is a natural response to frustration. Bandura and Walters (1963) suggest that aggression is a natural reaction from a role model of aggressive behavior. Evolutionists would suggest that man's natural nature as animal means fight or flight. In our society boys seem to be more rewarded for aggressive behavior than girls, although this may be changing.

DEPENDENCY: Behaviors such as seeking assistance, attention, recognition, approval, reassurance, clinging to adults or other children, resisting separation from adults and soliciting affection and support are defined as "dependency" (Mussen, Conger and Eagan, 1969). At first the infant is totally dependent upon adults for his survival and gratification. Depending on the environment, both physical and emotional dependence decrease as he grows.

FEAR: Behaviors which may indicate fear are crying, withdrawal and asking for help. Fears can be positive experiences if the child is helped to face these feelings and given new behavior to accept, cope with and/or change circumstances.

The teacher's role is to help the child learn how to communicate through nonverbal and symbolic languages, to redirect antisocial behavior, to

accept all feelings positively and to lead the child toward learning how to solve his own emotional problems.

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DEVELOPMENTAL CHANGES IN EMOTIONAL EXPRESSION

At birth the only observable emotional state consists of a behavior pattern that has been labeled "excitement". By age two, children show about 11 different emotional patterns ranging from fear to anger, and delight to affection (Bridges, 1932). It is probably that this increasing differentation of emotional responses continues throughout childhood and into adulthood as increasing levels of cognitive development permit expression of more subtle emotions like skepticism or boredom. Thus five-year-olds are likely to be more sophisticated in emotional expression than two-year-olds.

Five-year-olds are also likely to be more proficient at controlling their emotions than two-year-olds, which increases the difficulty of interpreting their imotional behavior. A large part of the socialization process consists of children learning when and where certain emotions can be expressed without fear of punishment. A five-year-old child, for example, has probably learned that there is not going to be any reward for expressing anger toward parents or teachers and will restrain himself in a situation where the two-year-old wouldn't hesitate to express himself by hitting or throwing a tantrum.

Example: Observation on Emotional Development: A Running Record

OBSERVATION ON EMOTIONAL DEVELOPMENT: A Running Record

SETTING: In the living room on a Sunday evening. The family is watching TV when Cindy enters and asks Bonnie, her sister, where the needles are. Bonnie is embroidering a face on a Raggedy Ann doll.

NAME: Cindy
AGE: 7.8 months

Cindy is watching Bonnie embroider. Cindy leaves the living room and then returns and asks, "Bonnie where are the sewing needles and some yarn?" Bonnie replies, "In Mom's room in the bottom drawer." Cindy walks into the room and looks for the needles but she can't seem to find them. She states, "Bonnie, I can't find them." Bonnie tells her, "They are in a plastic bag; go and look again." Cindy enters the bedroom and looks. She returns with the sewing machine needles. Cindy sits at the dining room table with the needles and opens the package. Earl (her brother) says, "Those are the wrong kind of needles." Cindy states, "No! they are not, I can use them if I want." Earl calls, "Mom, Cindy has your sewing machine needles." Mom tells Cindy, "They are the wrong kind of needles. Go and put them back." Cindy then replies, "Give it to me." Dad is asleep in the living room but when he hears Cindy yelling, he comes into the dining room and spanks Cindy. She goes back into her room for about five minutes and then returns to the living room. She says, "I'm mad at Dad."

QUESTIONS:

1. Identify the behavior that showed what Cindy was feeling.

2. What value words would you use for Cindy's behavior?

3. What was Cindy feeling?

4. Make a judgment. What research backs up your judgments?

LECTURE #17

EVENT SAMPLING

Event sampling is used for studying behaviors that occur less often than those studied by time sampling (see Medinnus, page 22, example).

If you chose to do event sampling of disciplinary episodes during a morning at preschool, you would need to be able to recognize each episode as soon as it occurred. As soon as a disciplinary episode began, you would begin to record in running record fashion. You would also need to describe the behaviors that directly preceded the episode--throwing sand, grabbing toys, hitting, etc. At the end of the morning of recording, you might well have several samples. You must first define disciplinary episodes--does the teacher say "no" does the teacher remove the child or tell him to stop, does the teacher scold or moralize to the child? Any and all of these might be considered disciplinary. What about non-verbal discipline - a sharp look, a shake of the head? If you have several samples of behavior (10 minimum) you can begin to make correlations. Do boys or girls receive the greater number of disciplinary attentions? Does one teacher discipline more than another? What behaviors elicit discipline most frequently?

If you chose to do event sampling on one child, you might choose a baby who either crawls or walks. Sitting in the same room with the mother and baby, you could simply record each time the child goes to the mother for reassurance, love, comfort, nursing, etc. If you wished to elaborate, you could record the amount of time each episode lasted. You could make comparisons as to whether the child returned to his mother more often when a stranger or non-family member was present. Or, you might repeat the observation in another setting--say, in your home rather than in the child's home. Does the child seek out his mother more often in a strange setting? How many of the returns to mother are preceded by some sort of frustration? by boredom?

Again, event sampling gives you behaviors to count, compare, and draw correlations from. One major difference between time and event sampling is that event sampling gives you an idea as to the causes of behavior--behavior never occurs in a vacuum. It is also more economical in terms of observer time. It can be carried out simply by interrupting your normal activities when an event occurs long enough to record. The rest of the time you can carry on as usual.

EVENT EXAMPLE #1

NAME: John, 11.6 years
TIME: 7:40 a.m. - 10:00 a.m.

BEHAVIOR SEQUENCES: Social contact.

1. John gets up from his bed and kisses and hugs grandpa (realtive stops by house).

2. John asks, "Dad, would you like me to cook you an egg?"

3. John sits down at the table to eat. Wayne (his brother) is eating his breakfast also. Wayne asks, "John, are you going to collect today?" John replies, "I want to, if it stops raining." (Breakfast time).

4. "See you boys - don't forget to run." Dad says as he enters the room. "Bye, Dad," John says, "we'll run together when you get home." Dad replies, "I won't be home until 10:30." John says, "Oh, well we can still run, we don't go to school tomorrow." (Dad enters family room).

5. Mother leaves the house to take the car to the garage. When she returns home, John asks, "Where are you going, Mom, to the beauty shop?" (Mother has jakcet on).

6. John goes into Wayne's room, sits on the bean bag and listens to a tape. John says, "Is that your favorite tape?" (music plays).

7. Mother is sitting at the table. John sits down in a chair next to mother and says, "How am I going to collect? How am I going to do my paper route? How am I going to do anything?" (it is raining)

8. John leaves the room, goes into the bathroom. Wayne knocks on the door and says, "Are you going to school with me?" John replies, "I don't know, wait a minute." Wayne says, "I'm going right now." (John is sanding his wood project).

9. John comes into the kitchen and says, "Mom, don't forget, you need to help me make a schedule." He gets the typewriter and sets it on the table, then leaves the room. (John counts his money from his paper route).

10. Sally is in her bedroom. John goes to her room. He says, "Sally, you can have this money back, we didn't do anything." Sally says, "No you keep it." John says, "O.k. but if you want it, tell me." (John's older sister gave Wayne and John money for helping her baby sit. The little boy asked to play with the boys).

11. Mom is standing in the hall calling Sally to the telephone when John opens his door and runs out. He runs into the kitchen, gets a piece of paper and a pen. He then runs to turn on the TV. Mother says, "What are you doing?" He says, "I am going to write for tickets to the Price is Right so you and Dad can go." (TV in John's bedroom)

12. John is stretched out with his head on a chair and his feet and legs behind his mother. Mother touches his stomach underneath his shirt and says, "I'm cold." He laughs. (Mother's hands are cold).

13. John says, "Guy, shampoo costs $85.00 on that show. It must be a year's supply." Wayne says, "It was for a shampooer also." Mother says, "It must have been rug shampoo." John replies, "Oh! yeah that makes more sense." (Boys watch TV).

14. Sally enters the room where John, Wayne, and mother are sitting. Sally says, "I feel like cooking today. Do you boys want to help me?" John says, "I will, let's make something really good." (Sally enters room).

15. John leaves room. Wayne follows after him and hollers, "John." They are talking, but cannot be heard from the living room. (John leaves room).

16. John comes into the family room where mother is sitting. Mother says, "John are you going to school with Wayne. He's going to have to leave." John says, No, I have too much to do." (Wayne is putting on his jacket).

ANALYSIS AND RANK ORDER OF EVENT SAMPLING

RANK ORDER	# OF TIMES	EPISODE	ANALYSIS
#1	6	subject (child) to adult	
		1) John hugs and kisses grandpa	shows affection
		2) asks dad a question	shows affection
	4	3) asks mom a question	curiosity-friendship
		4) asks Wayne a question	curiosity-friendship
		5) asks mom a question	indirect plea for help
		6) asks mom a question	direct plea for help
#2		Adult to subject (child)	
		1) Dad makes statement	John shows affection
		2) Mom asks a question	John gives information and shows affection

RANK ORDER	# OF TIMES	EPISODE	ANALYSIS
		Other child to subject	
	4	1) Wayne asks question	John gives information
		2) Wayne asks question	John gives information
		3) Wayne makes a statement	John gives information
		4) Wayne approaches John	friendship
		Subject (child) to other child	
		1) John asks question to Wayne	curiosity-friendship
#3	3	2) John makes statement to Sally	affection
		3) John responds to Sally's statement	helpfulness

QUESTIONS:

1. What is learned about John by this event sampling?
2. What are your judgments?
3. What does research say about 11 year old boys?
4. How would you help John grow socially?

CHART #1

EVENT SAMPLING

NAME: John
AGE: 11.6 years
TIME: 7:40 a.m. - 10:00 a.m.

Episode	Number of times contact initiated by Child/child S	Child/child O	Child/Adult	Adult/Child	Child/child O	Child/child S
1. Relatives stop by house			x			
2. Dad enters kitchen			x			
3. Breakfast time						x
4. Dad enters room				x		
5. Jacket on			x			
6. Music plays		x				
7. It is raining			x			
8. Wayne sands wood						x
9. John counts money			x			
10. Sally gives boys money		x				

Episode	Number of times contact initiated by: Child/child S	Child/child O	Child/Adult	Adult/Child	Child/child O	Child/child S
11. TV on John's room				x		
12. Cold hands				x		
13. boys watch TV	x		x			
14. Sally enters room						x
15. John leaves room						x
16. Wayne puts on jacket				x		
	3		6	4		4

EXAMPLE EVENT SAMPLING # 2

NAME: Susie
AGE: 2
TIME: 2:45 - 3:05

BEHAVIOR SEQUENCES: FANTASY PLAY

1. Susie gets the Barbie dolls and the furniture out of the suitcase. She picks up the coat and the doll and tries to put it on the doll. She hands both of these items to the observer and says, "Mummy." She puts the doll out in front of her with her right hand.

2. She finds a wooden boy doll (actually it's a girl). She says "He is eating the cake, shake and hamburger," the items are plastic.

3. Susie picks up a green shoe for the Barbie doll. She holds the doll with her left hand and tries to put the shoe on the doll with her right hand. First, she puts it on upside down. She places the doll and the shoe down and picks up another doll.

4. She searches in the box for a baby. The observer shows her where it is. Reaching in a box I say, "Is this the baby you want?" "Yeh. Baby go nini." The observer shows her where a pink blanket is and she places it over the baby.

5. She looks for the two baby boys. She moves on one knee, then on the other, picking up clothes and furniture. She says, "Where's blankie?" The observer finds it and gives it to her. Susie finds the two boys and puts them in the crib, arranging them very carefully. Then the blanket is placed over them.

6. Susie picks up a radio, holds it up to her ear and moves her shoulders back and forth as if the radio were "making music" and sings a tune. She moves the knob on the radio and makes a different sound.

7. Susie picks up a smaller doll and takes a larger one in her right hand. She puts the larger doll in her lap and manipulates the arms so they will hold the smaller doll. Then she says, "No, baby's mummy." (She realizes that she has a different mummy than the one she was originally using as a mommy.) She takes the other doll and puts the baby in its arms.

8. She picks up in her left hand, the mom she has been using and holds the other mom in her fight hand. She mushes the two dolls, front side together.

Time 3:15

9. Susie puts two baby boys in the baby crib with her right hand. She picks up a blanket and puts it over the babies. She pulls the blanket

out of the crib and takes the baby pillow out from the crib over to a shelf.

10. She finds a ring on the shelf and brings it to the observer. She walks back to the shelf and finds another. She brings this to the observer. She says, "Susie ring." She puts it on her left thumb. The ring comes off and falls onto her pants. The observer says, "I'll wear ring." Susie replies. "No, my ring."

11. She goes back over to the shelf and finds three plastic easter eggs. She picks them up and holds them between her hands and her chest. She drops them on the floor and sits down. Susie takes half of an egg and puts it over a doll's head. She says it is a hat.

12. Susie works at trying to put a pair of panties on a little doll. She tries holding the doll with her left hand and putting them on with her right hand. Then she puts the doll on her lap and tries it with both hands. The doll slips.

Time 3:45

13. Susie picks up a stuffed elephant and hugs and kisses it. She moves her shoulders back and forth horizontally, and sings "Rock-a-bye baby."

14. Susie finds a brush in the suitcase and brushes a doll's hair for about three minutes. She puts that doll down on the floor and picks up a smaller doll and brushes this doll's hair. Then she mangles the arms of this doll, moving them back and forth. She bites the doll's feet.

Time 4:00-4:15

15. Susie decides to go for a walk. She gets the stroller. The baby is put in the stroller and Susie places her own blankie on the doll. When putting the blanket over the doll, she uses both hands and tucks the blanket under the doll's chin.

16. On the way down the driveway, Susie pets the kitty saying, "Nice kitty." She walks about ten feet farther and says, "No kitty," The cat is trying to climb a tree. She says, "Kitty run away." She pushes the stroller in a zigzag pattern and walks briskly. She runs after her brother who is being pulled in a wagon.

17. She hears a dog bark and barks like a dog, "Woof, woof."

ANALYSIS OF DATA:

1. What does Piaget say about this age?
2. There were 17 recordings of fantasy behavior in an hour and a half, what does this mean?

3. Define fantasy as the writer meant it in her recordings of Susie.
4. How does fantasy begin?
5. What do you know about Susie? Rank order the data.

CHART #2

EVENT SAMPLING

# of times a child is engaged in fantasy play

EPISODE	Dresses doll, takes care of doll	Feeds doll	doll is sleeping	dolls are hugging	Pretends she is a dog	Pretends she owns ring	She sings to radio
1. puts coat on doll	x						
2. give food to doll		x					
3. puts shoe on doll	x						
4. puts doll to bed			x				
5. puts two dolls in bed			x				
6. sings							x
7. has larger doll holding smaller doll				x			
8. has dolls kiss				x			
9. puts dolls in crib			x				
10. wears ring						x	
11. egg as hat	x						
12. pants on doll	x						
13. rocks and kiss elephant				x			
14. brushes doll's hair	x						
15. blanket on doll	x						
16. puts doll in stroller	x						
17. barks like a dog					x		
	7	1	3	3	1	1	1

EXAMPLE #3
EVENT SAMPLING: STAYING SLIM

This following example was taken from Soma Magazine. Event sampling can be used in other areas besides child development. Event sampling can give you the data which can help you set up a behavior schedule to change behavior. It can help you see what you are doing.

"KNOW THYSELF"
THE KEY TO KEEPING IT OFF!

It is also important to understand about how your body works. You should know what nutrients do, and why some send you running to the refrigerator at all hours. A study of good nutrition is important for everyone who wants to make the most of oneself...dieter or not! There are many good books on this subject. You may wish to consult with your physician while you're on a weight-maintenance diet as to which vitamins and supplements you should be taking for maximum effectiveness.

Here's a technique for foiling those extra pounds that really works: Keep a record of everything you eat. What's more, make a chart that you'll carry with you always, listing the time you eat, your mood, the amount of food, your physical condition when you eat, and how long the meal lasts.

This chart forces you to become aware of when and how you eat, as well as what you eat. From these facts you can deduce why and where you went wrong. After several days of keeping the chart, your bad habits will become painfully obvious...and there's nobody to fool but yourself!

Your food chart works like a detective to give you clues to your own behavior. Each category tells you about an important set of habits that will either help or hinder your new slim lifestyle.

The time you eat is an important food clue. You'll rarely find a fat person who overeats in the morning. According to the U.S. Public Health Service, the one difference between food habits of obese and normal people is that the obese tend to overeat in the evening. Nighttime snacks, television munchies and late dinners before sleeping are all <u>fat</u> habits.

Where you eat is another trigger to your appetite. If you "picnic" all over the house, each room will have an association with food. Therefore it's best to eat in only one or two rooms.

Never mix eating with another activity such as reading or watching TV. Not only will the activity set off a food impulse whenever you do it, but it will keep you from knowing when to stop. Hungry or not, you'll munch right on through the late show.

OBSERVATION ASSIGNMENT #5 EMOTIONS

1. Use the event sampling technique.
2. Watch your child for approximately two hours.
3. Read pages 23-24 and 93-94 in Medinuus.
4. Choose an emotional behavior category.

Limit the category to only a few emotions:
Anger,
Love,
Frustration,
Joy,
Fear.

Define these emotions in terms of the behavior you can observe.

CHART OF EMOTIONAL BEHAVIORS

ACTUAL BEHAVIOR	VALUE WORDS CONCERNING BEHAVIOR	FEELING	POSSIBLE JUDGMENT LABELS
The child makes a sound, he laughs	Laughing	Joy Elation	Happiness Peaceful Content
The child hits someone on the back.	Hurting another person.	Mean Angry	Sadistic
Turns back walks toward the door and leaves or goes outside.	Running away	Fear Guilt	Withdrawal Rejection
Mouth turns up	Smiling	Peaceful Delightful	Happy
The child holds onto the teacher's skirt with his left hand. Her dress is clutched in this hand.	Clinging	Fearful Helpless Hopeless	Dependency
Puts his arms around touches mouths	Hugging and Kissing	Good Warmth Love	Compassion Affection Love
The child hits the teacher with a block that he is holding in his left hand.	Hitting	Frustration Anger	Aggression

ACTUAL BEHAVIOR	VALUE WORDS CONCERNING BEHAVIOR	FEELING	POSSIBLE JUDGMENT LABLES
Tears fall down the child's cheeks; he takes his right hand and brushes them away	Crying	Fear Anger Pain	Fearful

5. Make a chart for your event sampling.

CATEGORY: EMOTIONAL BEHAVIOR

EVENT	ANGER	LOVE	FRUSTRATION	JOY	FEAR
#1					
#2					

6. Next, set the chart aside. Take running records for a minimum period of two hours. Every time you observe the child exhibiting the behavior you defined take a running record. Be sure to record what promoted the episode, the time, and the setting. Stop when that behavior is over. Only record when you observe a behavior you previously defined.

7. Summarize each running record into an identifying phrase: for example--John kicks Mary. Check the appropriate categroy..

8. Quantify the data. This means add up the amount of time and the number of times the child engaged in exhibiting the five emotions chosen to be observed.

9. Next rank order your information. See sample, page 139.

10. Briefly interpret your findings. Make judgments. Are your judgments based on your own emotions or research?

NOTE: The purpose of this observation is to help you get a more sharply focused picture of the emotional make-up of the child you are studying. In every instance of overt behavior you observe, the child will be feeling something.

Also there are other ways to do an event sampling. One disasvantage to taking the running record is you might not have all the information you need later. You might choose to gather your information in another manner by setting up a more detailed behavior chart.

BEHAVIOR:

CHILD:

AGE:

EVENT	WITH WHOM	WHERE	STIMULUS	CONVERSATION	JUDGMENT OF EMOTIONS	RESOLUTION

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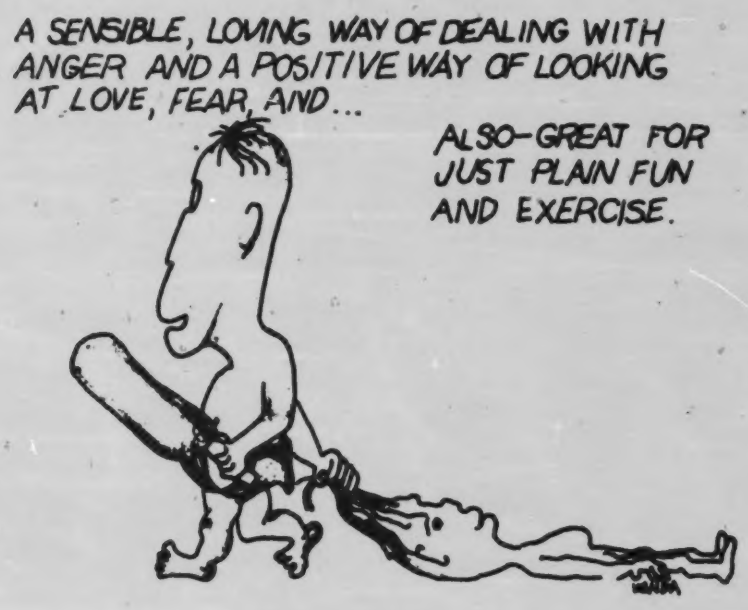
* DIRECTIONS FOR USING "LUV BATS"

Use in a batting (swinging) type motion.
Maintain proper distance so that only end portion of bat makes contact.
Do not strike against sharp or pointed objects.
Do not strike in the head and face areas.
Do not strike with handle or use in a jabbing motion.
Guidance by a trained therapist is recommended when used as an aggressive outlet.
To clean use a damp cloth and soap.


A SENSIBLE, LOVING WAY OF DEALING WITH ANGER AND A POSITIVE WAY OF LOOKING AT LOVE, FEAR, AND...
ALSO-GREAT FOR JUST PLAIN FUN AND EXERCISE.

* Note: My husband made me a pair of what we call "LUV BATS"

ACTIVITY C: THE BEGINNINGS OF EMOTIONAL DEVELOPMENT (pages 149-153)

Directions: in groups
1. Read.
2. Answer question under "instructor's comments".
3. Finish reading paper
4. Discuss as a group

ACTIVITY D: ROLE PLAY SCENE

SCENE I Role play as close as possible to the original observation.

SCENE II Using all the information we have just covered on emotions, attempt to keep in mind Sean's emotional growth
1. Change the mother's behavior.
2. Change the observer's behavior.
3. Change the boy's final behavior.

PRESENTATION: LOVE (pages 154-156)

ACTIVITY E: RATING SCALE: IDENTIFYING FEELINGS (page 157)

CLOSURE: Review and write down the concepts that you have learned from the last two weeks of class.

ASSIGNMENTS:

1. Read materials for week X pages
2. Start writing your summaries.

THE BEGINNINGS OF EMOTIONAL DEVELOPMENT

LOCATION: This observation takes place in the living room of Sean, age 3, and his older brother, age 4. The living room is a large room with white walls, brown carpets and drapes. There is a reclining chair, a rocking chair and a sofa. The television is in a corner and is turned on to "Sesame Street". There are various kinds of toys scattered around the room.

SUBJECT: Both boys are dressed in pajamas. It is 10:15 a.m. Sean has brown hair and blue eyes.

OBSERVATION: Sean lies on his back on the sofa with his eyes on the TV set. Sean looks at the observer and smiles then covers his face with both hands. Sean's mother enters the room carrying a friend's 18 month old baby, Diane. The mother says, "Sean, John, please get dressed." Sean replies, "No, I don't want to." "Sean," says his mother, "get up now." Sean says, "All right." He stands up. The phone rings and his mother goes into the family room. Sean's eyes follow his mother's movements. He lies back down, then suddenly Sean jumps to the floor and runs into the hallway. He returns holding two toothbrushes in his right hand. "Here is mine, the yellow one, and this is John's" he says as he moves first the yellow toothbrush, then the blue one, towards the observer. John comes up to the observer on the left and says, "This toothbrush is mine." The observer says, "They are pretty toothbrushes."

Sean turns his head to the left and sees Diane coming from the family room. He turns to the left quickly and says, "Here Diane, brush your teeth," and he extends the hand with the blue toothbrush to her.

John rushes over and says, "No, Diane can't use mine." Sean says, "No here," and pushes the blue brush at her again, with his right hand and with his left shoves John. "John, Sean stop that!" the mother still on the phone shouts from the family room. Both boys open their eyes wide, stand still and look at their mother.

Sean turns, and his eyes are on the observer. He walks slowly to the corner of the living room where the TV is located and he cannot be seen from the other room. He puts his back to the TV and faces the observer. He throws a toothbrush at the observer and it hits her left temple. The observer picks up the toothbrush and sets it next to her in the chair. She says nothing and continues to write, her eyes watering. Sean walks toward the observer and stops approximately three feet in front of her.

He throws the toothbrush in his other hand. His mother shouts, "Sean, stop that!" Sean's eyes remain on his mother, and his mouth turns up at the corners. He bends to pick up the first toothbrush that has landed on the floor next to the observer's chair. His mother hangs up the phone and enters the living room. Sean jumps up and grabs the toothbrush that is lying in the chair next to the observer. He stands next to the chair the observer is sitting in. One toothbrush in each hand. Mother says, "Where did you get them?" Sean turns and leaves the room and goes down the hall. He returns with an airplane. Diane follows him into the room. Sean sits on the floor and sits the airplane directly in front of him. His hands are in his lap. Diane walks up and puts her hands on the plane. Sean grabs the plane. Mother says, "Sean give that to Diane, you are not playing with it." "No," answers Sean as he has both hands on the plane. "Give it to her, now," states mother. "All right," says Sean. He puts the plane in front of Diane and goes down the hallway and enters the toy room.

OBSERVER'S COMMENTS: I saw several interesting things during this observation especially at the end when Sean was made to share a toy he had brought into the room. Maybe his mother didn't think he was playing with it, but he had brought it in. He could just think it was his and wanted it. His self concept was not well developed as he'd give into doing what his mother wanted, but when she was not in the room he would do anything he wanted. I feel he did things he knew his mother didn't want him to do because when she was around she would tell him to do things he couldn't understand (i.e. sharing).

Does he want attention? Does he want to share a toothbrush with Diane? He is giving John's toothbrush to Diane, not his own.

His sense of trust is a little shakey. He doesn't trust his mother to let him be himself. His sense of autonomy is being stifled; his mother speaks negatively to him constantly. This may cause him to feel shame and doubt and anger.

He tries to be initiative with the toothbrushes but is told he is wrong and told to share the toothbrushes. Does he feel guilty instead of wanting to be more initiative? When he threw the toothbrushes at the observer, I feel this should have been dealt with by his mother directly and not asked the question, "Where did you get them?" It was obvious where he got them. I enjoyed this observation very much.

INSTRUCTOR'S COMMENTS: (Please answer these questions before you read any further).

1. What was the first behavioral clue that gives some indication of Sean's feelings?

2. How did Sean feel about getting dressed and why do you think this was his feeling?

3. What do you think Sean might have been feeling when he showed the observer the toothbrushes?

4. What emotions did John exhibit when Sean offered Diane his toothbrush?

5. How do you think both boys felt when mother yelled, "Stop that!" What are the behavior clues?

6. What might have caused Sean to throw the toothbrushes?

7. What do you think psychologist mean when they label this behavior "displacement"?

8. Do you think that Sean knew he hurt the observer?

9. Why do you think the observer didn't tell Sean her feelings?

10. How do you think Sean felt when mother questioned, "Where did you get them?"

11. Why did Sean grab the airplane from Diane when he was willing to share the toothbrushes? Or was he willing to share the toothbrushes?

12. How might Sean have felt when he was made to share and afterward when he left the room?

INSTRUCTOR'S SUBJECTIVE ANALYSIS: From this observation Sean shows emotional reactions. No one can really know how he actually feels unless he tells. However, some guesses can be made. Adults can also help him learn how to verbalize his feelings. Often the young child does not know how he feels. In this observation ( ) first indicates emotions, possibly friendship or curiosity. Covering his face may mean that he feels shy, or embarrassed, or coy, or ( ).

Sean does not want to get dressed. There is a conflict of values, possibly because he is watching TV, possibly because it is so late, Sean seems to feel comfortable the way he is already dressed. A sense of autonomy shows through the expression, "No, I don't want to." The

mother could have made this transition easier by giving him five minutes preparation time.

With the toothbrushes he may have once again indicated by the smile, that he wanted to be friends or make some sort of contact or show off his toothbrushes or show that he had teeth and the baby didn't. Were the brushes new? He seems to feel generous toward the baby until John enters the picture, and then sibling rivalry takes over and the boys argue. Mother, in an authoritarian manner, verbally pounces upon the boys. The observer indicates that both boys seem unsure as to how the mother could see them from the other room or why she yells.

By this time Sean seems angry about having been told to get dressed when he doesn't want to. He may also be angry because of the interference of his brother, and possibly embarrassed before the observer, so throws the toothbrush at her. He seems to displace his feelings upon the observer. When she does not respond he comes closer to try it again. By this time he seems thoroughly frustrated. He throws the toothbrush with some force and hurts the observer.

Is it because he wants to throw something at his mother? He knows that he can't do this. Is there some other reason? He does have some idea that he is doing something wrong. He also is not quite sure how much force it takes to hurl something at someone and have it hurt. He doesn't throw the toothbrush when he knows his mother is watching. Finally, perhaps feeling helpless with his anger, he leaves and comes back with an ( ). Why this toy? Sean's, "No" is nonverbal when he holds onto the plane. Is he still angry, or confused, or frustrated? Are his needs being met? Does this anger turn to hopelessness or a feeling of being helpless when mother again makes him do something? He finally leaves the room, apparently accepting the situation as it is.

HYPOTHESIS: Sean at age three is learning how to handle his emotions. According to Erikson he is working on a sense of autonomy versus shame and doubt. He is about to begin (according to his age) on the period which develops a sense of initiative versus guilt. Without positive parental guidance Sean will develop shame and doubt about himself. Guilt feelings may come because of his desire to do things on his own.

SUGGESTED ACTIVITIES:

1. Present Sean with at least a five minute warning before he has to change tasks. For example: "Sean, in five minutes you need to start getting dressed." or "Sean, in five minutes I'll come and

help you get dressed, or "Sean in five minutes it's time to get dressed.

2. Help Sean follow through by
   a. Accepting his feelings the best that you can. Verbalize them, "It makes you angry to have to stop watching TV for a while."
   b. Setting firm limits when you need to enforce a rule or task. "I know you don't want to get dressed now, but it's time."
   c. Following through with a sense of patience and humor and, if necessary, physical touch. "Come on, I'll help you get started."
   d. Providing role models. Behave the way you want him to behave.
   e. Encouraging sharing by sharing.
   f. Protecting his sense of autonomy. Help him to understand what belongs to him and what is someone else's. "You don't want to share your airplane, let's find something else for the baby."
   g. Giving positive feedback. Help him follow the rules by stating rules positively. "The toothbrushes stay in the bathroom or they will get dirty. I know you would like to whow them but let's put them back now."
   h. Redirection. Would you like to show my friend your room or your toys?

TEACHER BEHAVIOR: The teacher or parent can help the child by learning the following:

   a. How to actively listen.
   b. How to model behavior.
   c. How to use language to help the child express his/her feelings.
   d. How to observe.
   e. How to identify emotional behaviors and understand what the child may be feeling.
   f. How to know what can be expected from a child at each age and stage of development, especially using Piaget's and Erikson's guidelines.
   g. How to positively redirect negative behavior.

DEFINE THE FOLLOWING TERMS:

   1. Displacement.
   2. Defense mechanism.
   3. Sublimination.
   4. Projection.
   5. Emotional behavior.
   6. Autonomy.
   7. Initiative.
   8. Sibling rivalry.

MUSICAL PRESENTATION OF EMOTIONS: LOVE

CHARACTERS: TEACHER AND HER STUDENTS: Pretend that you are children. Let your spontaneous child be felt.

SCENE #1: Teacher enters room to prepare for her class dressed as a fairy princess. Obviously she is in a hurry, cleaning the room, preparing dittos, etc.

SCENE #2: Greets children, gives candy, and asks children to dance. Dancing Music.

SCENE #3: Takes class over the rainbow in a boat.

SCENE #4: Clouds: Listen to the words. The princess changes into a real person. Everyone please sing.

*WORDS TO CLOUDS by Joni Mitchell

Bows and flows of angel hair,
And ice-cream castles in the air,
And feather canyons everywhere,
I've looked at clouds that way.
But now they only block the sun,
They rain and snow on everyone.
So many things I would have done,
But clouds got in my way.
I've looked at clouds from both sides now,
From up and down and still
Somehow it's cloud's illusions
I recall; I really don't know clouds at all.

Moons and Junes and ferris wheels,
The dizzy dancing way you feel,
As every fairy tale comes real,
I've looked at love that way.
But now it's just another show,
You leave 'em laughing when you go.
And if you care, don't let them know,
Don't give yourself away.
I've looked at love from both sides now,
From give and take and still
Somehow, it's love's illusions
I recall; I really don't know love at all.
Tears and fears and feeling proud,
To say "I love you" right out loud,
Dreams and schemes and circus crowds,
I've looked at life that way.
But now old friends are acting strange,
They shake their heads, they say I've
Changed. But something's lost but
Something's gained, in living every day.

I've looked at life from both sides now,
From win and lose ans still
Somehow, it's life's illusions
I recall; I really don't know life at all.

*Both Sides Now

SCENE #5: I'll catch the Sun Dance

WORDS TO THE SONG: by Rod McKuen
I'll Catch the Sun and Never give it back again
I'll catch the sun and keep it for my own
Perhaps in time, I'll even share my sun with
Anyone to whom I give my hand.

SCENE #6: Song
WORDS TO THE SONG: by Rod McKuen

Let me stay a while more with you
There is so much I have yet to learn
Do you like the colors green and blue?
Let me stay a while more with you.

Let me walk a mile more with you
There's so many backroads left to see
We can watch them open up anew
Let me walk a mile more with you.

So much of your self
You have long unseen
When you're beside me I wonder how much of me is really me.

Let me share a smile more with you.
There's so many smiles I have yet to give
Before you came my smiles were very few
So let me share a smile more with you.

When you're beside me, I wonder how much of me is really me
Let me share a smile more with you.
There's so many smiles I have yet to give.

Before you came my smiles were very few
Please let me share a smile more with you.

Let me stay a while more with you.

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SCENE #7: Some towns have so many islands
You need a boat to go from block to block
And since the sand keeps on getting deeper

I'm building my home upon a rock
And the next time somebody comes along and knocks me down
I'm going to get up and hit them in the head with love

I know some people who ain't much for action
Who would sit around and talk
Talk is cheap
The days are getting shorter

So I'm going to build my home upon a rock
And the next time somebody comes along and knocks me down
I'm going to get up and hit them in the head with love.

I gotta bed full of feathers
A hole or two in nearly every sock
But I don't owe nobody nothing

So I'm going to build my home upon a rock
And the next time somebody comes along and knocks me down
I'm going to get up and hit them in the head with love

I'm crazy for crossword puzzles
So I got my dictionary out of hock
Since the nights are getting longer and longer

I'm going to build my home upon a rock
And the next time somebody comes along and knocks me down
I'm going to get up and hit them in the head with love.

RATING SCALE - EMOTIONAL BEHAVIOR

This scale is designed to help you monitor your emotional behavior over a period of time--every Monday night, or daily for a week, or weekly for two months. After you have rated your feelings 6 to 10 times, you can see patterns in how your feelings tend to run.

OPEN _____ CLOSED

HOPEFUL _____ HOPELESS

CAREFUL _____ SLOPPY

SEXY _____ SEXLESS

DEMANDING _____ ACCEPTING

LISTLESS _____ ACTIVE

HERE AND NOW _____ THERE AND THEN

HOSTILE _____ CARING

HUMAN _____ MECHANISTIC

EXPERIMENTAL _____ RITUALISTIC

COLD _____ WARM

FEARFUL _____ CONFIDENT

CONSISTENT _____ INCONSISTENT

CLOSE _____ DISTANT

FULL _____ EMPTY

AWARE _____ UNAWARE

SERIOUS _____ FLIPPANT

LIKED _____ DISLIKED

BORED _____ ENTHUSIASTIC

HAPPY _____ SAD

PLANNED _____ SPONTANEOUS

PERSONAL _____ BOSSY

What categories remained markedly consistent over the duration of the time that you recorded your emotional behavior? What does this consistency mean to you? What emotions fluctuated? What does the fluctuation mean? What changes have occurred? Are they lasting changes?

Lesson Plans
WEEK X
SUMMARY OF A CHILD
STUDY PAPER

BEHAVIORAL OBJECTIVES: The student will

1. understand how to do a summary of the five different techniques used in this child study class.
2. formulate a hypothesis for the child being studied.

EVALUATION TASK:

1. write a summary.
2. write a hypothesis.

ACTIVITY A: OBSERVATION SUMMARY FORMS: GENERAL BEHAVIOR RATINGS

Directions:
1. Rate the scales with the child that you have been studying in mind.
2. Now rate these scales with yourself in mind.

DISCUSSION: HOW TO DO A SUMMARY AND FORMULATE A HYPOTHESIS

VIDEO TAPE: "THE TOTAL CHILD: A CHILD STUDY"
#6

ACTIVITY B: TIME TO WORK ON FINAL PAPERS AND INDIVIDUAL CONFERENCES

ASSIGNMENTS:

1. Write a three page summary.
2. Write a hypothesis.
3. Read the material for Week XI
4. All work due next week.

OBSERVATION SUMMARY FORM

GENERAL BEHAVIOR RATINGS

On the basis of observations, rate the child on each continuum:

1.	0 Distractible	5	10 Concentration
2.	0 Rigid, closed	5	10 Flexible, open
3.	0 Needs constant direction and suggestion	5	10 Self-starting Self-directing
4.	0 Diffident, unsure	5	10 Confident, sure
5.	0 Gives up easily	5	10 Persistent
6.	0 Imitative, few ideas	5	10 Inventive, many ideas
7.	0 Suspicious	5	10 Trusting
8.	0 Dependent	5	10 Independent
9.	0 Uncommunicative	5	10 Expresses thoughts feelings
10.	0 Needs constant control	5	10 Self-discipline
11.	0 Misses Meaning	5	10 Gets meaning
12.	0 Impulsive, random activity lack of focus	5	10 Reflective, plans, focussed
13.	0 Usually competitive with others	5	10 Usually Cooperative with others
14.	0 Apathetic, listless	5	10 Enthusiastic, joyful
15.	0 Rejects others	5	10 Accepts others
16.	0 Rejected by others	5	10 Accepted by others

OBSERVATION SUMMARY FORM

SELF-CONCEPT RATINGS

1.	0 Dislikes himself	5	10 Likes Himself
2.	0 Dislikes his siblings	5	10 Likes his siblings
3.	0 Dislikes his parents	5	10 Likes his parents
4.	0 Dislikes other family members	5	10 Likes other family members
5.	0 Dislikes his racial or ethnic group	5	10 Likes his racial or ethnic group
6.	0 Believes he's failing in school	5	10 Believes he's succeeding in school
7.	0 Believes he has few skills, talents, or abilities	5	10 Believes he has many skills, talents and abilities
8.	0 Unrealistic estimate of above, doesn't know limitations	5	10 Realistic estimate of above, knows limitations
9.	0 Refuses to take credit, passes buck	5	10 Takes credit for accomplishments and responsibility for failures
10.	0 Avoids and rejects constructive criticism	5	10 Seeks and uses constructive criticism
11.	0	5	10
12.	0	5	10
13.	0	5	10
14.	0	5	10
15.	0	5	10
16.	0	5	10

HOW TO DO A SUMMARY AND FORMULATE A HYPOTHESIS

The major goal in doing the five observation assignments is to gather as much data (information) about one particular child as possible. You should have learned a lot already about your child by doing the assignments. You probably also have discovered that you learned a lot about yourself by studying one child. After each assignment in class we interpreted the material looking for particular behaviors (except for the assignment on physical development). By now these five assignments have been completed.

1. THE TOTAL CHILD — Goal: to watch the child at play. To have some idea of how the child plays. Child study technique used: Two ten minute running records. Interpretation: The types of play, according to Mohr and Hartley.

2. THE INTELLECTUAL DEVELOPMENT OF THE CHILD — Goal: to watch how children think and learn. Observe in almost any situation where there is an interaction with materials. How does your child seem to learn? What do you think he/she is learning? Child study technique used -- Anecdotal notes. Interpretation: Look for patterns of how children think.

3. THE PHYSICAL CHILD — Goal: To have some idea about the child's physical abilities both gross and fine motor. Child study techniques used: two 10 min. running records and a brief interview.

4. THE SOCIAL CHILD — Goal: To watch the child and analyze social behaviors with adults and with other children. Child study technique used: Time sampling. Interpretation: rank order.

5. THE EMOTIONAL CHILD — Goal: To see a child's patterns of emotional control. What is the child's temperament? Observe for two hours in any situation. How does the child handle his feelings? What do you think he feels? Is he easy going, up-tight, nervous, pleasant, calm, slow, etc. Child study technique used: Event sampling. Interpretation: rank order, chart of emotional behaviors.

HOW TO WRITE A SUMMARY

The designation of behaviors as social, emotional, or cognitive is useful in that it provides some structure and limits for observation; any attempt to describe a particular child must consider the relationship between all these facets of behavior. For example, a child's interactions with his peers are

heavily influenced by his level of development in the areas of motor skills, speech, cognition, and emotion. Similarly, language ability is closely linked to cognitive development, and both are affected by the quality of the child's social interactions with parents, teachers, and peers. The pattern of relationships between the various aspects of development is a major factor in understanding the behavior of any child.

In the summary we are attempting to get a comprehensive picture of a child as a growing person and to discover relationships between ways of growing and the environment. We are also learning how to take observation notes and gather data.

1. Be sure that all five of your assignments are written as well as you can do them. Type them if possible.
2. Read over all five of your papers.
3. Analyze them in the light of the following summaries. These are guidelines only. Information was probably not gathered in every area. Focus could be on many other aspects. Do your own thinking.

I. Guidelines for summarizing Intellectual Development
Some ways an observer can judge a child's ability to think and know how the child learns is from observing:

A. the way the child plans and carries out ideas.
B. behavior which shows that a child is
    1. curious.
    2. able to recall what was relevant to a subject.
    3. able to categorize.
    4. able to generalize.
    5. able to see likenesses and differences. (the same and not the same).
C. how the child uses fantasy and imagination. Remember Suzie's fantasy play at age two.
D. how the child communicates and what language skills have been obtained.
E. behavior which illustrates the amount of information gathered about the world. How is the information used?
F. the books and stories chosen.
    1. Does the child look at books while alone?
    2. How long is the child's attention span?
    3. What responses are there to the stories read? Does the child show behavior that indicates the story has been heard and understood? Are questions asked relevant to the story read?
    4. Can the child tell a story from the pictures?
    5. Does the child recognize a familiar book by the cover?
G. behavior which shows an interest in
    1. letters and words and what they say.
    2. recognizing his/her name.
    3. numbers, number concepts and counting.
    4. science activities.
    5. music.
    6. colors.
H. whether simple directions can be followed?
I. any evidence that the child has
    1. a positive or negative self-assessment of mental abilities.

D. group participation
   1. At clean up time does the child help put the toys away?
   2. Is the child destructive or careful of materials, toys and equipment?
   3. During group time does the child participate or withdraw?

IV. Guidelines for summarizing Emotional Development
Some ways an observer can describe the child's feelings and emotional development are through observation of
A. spontaneous behavior
   1. How often is free and spontaneous behavior exhibited?
   2. What are the reactions to frustration?
B. emotional problem solving abilities
   1. Is behavior usually tense or excitable?
   2. Are there any signs of stress?
C. angry feelings
   1. What is the child's behavior when angry?
   2. Does the child get angry often?
D. emotional relationships with adults
   1. Is there any evidence of unusual attachment and dependency upon members of his own family? With the teachers?
   2. Does this behavior interfere with play?
   3. How independent is the child when dressing playing. working, etc.?
E. other emotions
   1. What does the child do when he seems to feel sad, lonely, fearful, helpless, joyful, loving, etc.
   2. Is one or two emotions exhibited more than any of the others?
   3. When are strong emotions exhibited?

V. Guidelines for summarizing Play Behavior
Since play is such an important part of the young child's life, this category has been separated. Through observation an observer can learn:
A. the kinds of play preferred (solitary, dramatic, etc.).
B. the choices of play activities (blocks, dolls, etc.).

4. Write approximately a three page summary. Include at least one paragraph on the following:

   A. How you feel about the child. Did you watch the child do something you like or disliked? How did you feel about this behavior?

   B. Your judgments about the child's behavior, actions, feelings, needs, etc. Were your judgments based on
      1. research, books, authorities, class, etc.?
      2. your own frame of reference, emotions etc.?

5. End the summary with a hypothesis.

HOW TO DO YOUR HYPOTHESIS

Definition: Something assumed because it seems likely to be a true explanation.

2. confidence in thinking creatively, problem solving or making hypothesis.
3. self-satisfaction from intellectual activities.

II. Guidelines for summarizing Physical Development

Some ways an observer can describe the child's physical growth and development through observation of:

A. appearances
   1. Build: tall, short, medium, slender, broad, small or large boned.
   2. Health: alert, dull, listness, sick, catches colds easily.
   3. Energy level: high, low, speed of movement - quick, average, slow, active, sedentary.
   4. Physical characteristics:
      a. teeth - spacing occlusion (meeting of teeth).
      b. lips - red or pale; bites or sucks lips.
      c. nose - discharge; picks at nose.
      d. skin - clear, smooth, pink, rough, pale.
      e. hair - soft, shining, rough, dull, dry color.
      f. fingernails - pink or pale, cuticles rough, smooth, evidence of biting.
      g. eyes - wears glasses, clear, bright, dull.
      h. feet - toes point straight ahead, toes point inward (pronation) toes point outward, knock knees.

B. large muscle (motor) coordination
   1. Muscle tone: strong, firm, flabby.
   2. Posture - poor or good.
   3. Movements - jerky, well coordinated, awkward, graceful, light or heavy on feet, rigid, relaxed, quiet or noisy, steady or changeable, spontaneous or deliberate.
   4. Activities: such as running climbing, jumping, using wheel toys.
      a. how well does the child climb, run, etc.?
      b. what activities are chosen?

C. small muscle coordination
   1. What activities are chosen? Puzzles, clay etc.
   2. Is the child relaxed or rigid in handling materials; such as paint, crayons, caly or dough?
   3. Does the whole body move freely or are the hands used only? Are hands rigid, or relaxed?

III. Guidelines for summarizing Social Development

Some ways an observer can describe the child's social interaction is through observation of

A. play
   1. Is more time spent alone or engaged in group play?
   2. Does the child initiate activities or must an adult or other children make suggestions?
   2. Which children are played with the most? the least?

B. relationships with other children
   1. Is the child a leader or a follower? Bossy?
   2. How is the child at school? Shy, withdrawn, antagonistic, aggressive, passive or assertive?
   3. Is the child considerate of the other children?

C. relationships with adults
   1. Does the child cooperate or openly resist adult authority?
   2. What happens when limits are set?

A. Read your summary again.
B. Formulate a hypothesis about the personality or growth of the child observed. Make a guess. You could ask these questions (just one sentence).
   1. What worries me about this child?
   2. What strengths in his personality would I like to check out and nurture?
   3. What weakness would I like to check out and help the child accept or change?
   4. What would I like this child to learn?
   5. What interests this child and how could I help this child pursue his/her own interests?

7. Identify the area of child development you are concerned about in the hypothesis. Find one book about this area. For example, "Discipline," Gordon, Thomas. "Parent Effectiveness", N.Y.: Peter H. Wyden publ. 1973. You do not need to read the book but it should be included in your bibliography.

8. For extra credit check out your hypothesis, your idea, or solution. Use a simple diagnostic test. Read Medinnus, pages 42-49 for ideas. Some possible choices includes:
   A. The Goodenough Draw-A-Man test, p. 108-110 Medinnus.
   B. Personality appraisal techniques, p. 107 Medinnus.
   C. Reflection - Impulsivity in Children, p. 151 Medinnus
   D. Labeling and Memory, p. 141 Medinnus.
   E. The Piaget questionnaire, p. 135 Explanation of Physical Causality, Medinnus.
   F. A test of your own making

9. Include a brief lesson plan; time will be given in class to do this in a group.
   A. Take all the information you now have gathered and make a brief one page lesson plan. This is called individualized instruction.
   B. Tell specifically what you would do in a classroom to help the child grow and/or learn.
      Hypothesis: For example, Mary is afraid of cats.
      1. Visit a pet shop where there are kittens in a cage.
      2. Look at pictures of kittens.
      3. Have a kitten visit the class but stay next to Mary and do not encourage her to touch it.
      4. Cut out an animal picture and encourage Mary to talk about her fears. Help Mary voice her fears.
      5. Have brand new kittens in the classroom that Mary can play with, feed and watch.
      6. Get picture books of animals, including the Color Kittens, etc.

SUMMARY OF THE PAPER

After all the above work is completed put together the paper in this way:
1. Title page.
2. The five observations. Each at least one full page in length.
3. A summary of at least three pages ending with a hypothesis.
4. A one page paper repeating the hypothesis and the diagnostic test with results for extra credit.
5. A one page lesson plan done in class.
6. Add a bibliography. What research did you read to help you with your paper (this could be from any of your classes)?

EXAMPLE: SUMMARY

NAME: Susie
AGE: Two years
DATE: Spring 1978

Physically, Susie, a blond-haired, blue-eyed girl, has medium bone structure and an average height of 38 inches. She seems to be quite agile and very coordinated for her age. She imitates her older brothers. When her brothers climb a particular tree in their yard, Susie tries to climb it, too. Although she seems above average in large muscle coordination, she seems only average in small muscle coordination.

Susie seems very intelligent. She watches "Sesame Street" and already knows her alphabet. It's more than imitation. If I write a letter down on a piece of paper, like "H" she is able to tell me that is an "H".

While taking the anecdotal notes, I observed that she knows what people were talking about and could respond to a request made by her parents. I especially noticed her intelligence when I was doing the event sampling of fantasy. She had the three eggs and when I mixed the colors together, she knew that the colors didn't match and insisted that they be changed.

Socially, Susie has only her immediate family, a few relatives and her babysitters, but no one her own age to play with. She is aware of roles like mommy and daddy. She is at a stage of imitating according to Piaget. She loves to wash dishes with mommy and to imitate making up with cosmetics. She also imitates her brother as they play. Susie seems very verbal. She is beginning to use language and talk in complete sentences.

Emotionally, Susie is at an in-between stage, according to Erikson's eight stages of development. She is heading out of trust, although still working on it, and is developing a sense of autonomy. She is stepping out and acting independently by saying, "no." She feels secure enough to ask for reassurance and she gets the reassurance she asks for. She depends upon the adults in the environment for the comfort she needs and does not use her bottle, blanket or thumb unduly.

Susie needs much physical and verbal reassurance and encouragement. She demands attention from her mother and seems to feel jealous over her younger brother.

Overall, Susie seems well developed in every area but socially, and that will come with age and more playmates. She is only two years old and still needs to depend upon her parents, although one of her personality traits is that she wants to do everything by herself.

I feel that Susie is cute. She thrives on attention and is constantly searching for it. She really needs a girl playmate. I like her but I feel angry when one time she won't leave me and the next time she won't come close to me.

My judgment is that Susie needs more girls to be around. I am going to cut out pictures of different sexes out of magazines, like mommies and daddies, sisters and brothers, to see if she knows the different sexes.

Hypothesis: Susie has an active imagination. As she gets older she might need help with separating fantasy from reality.

Lesson Plan
WEEK XI
INDIVIDUALIZING
INSTRUCTION THROUGH
THE CHILD STUDY PAPER

BEHAVIORAL OBJECTIVES: The student will
1. become aware of cultural differences in children.
2. become aware of each child's individual needs.
3. have practice in individualizing instruction.

EVALUATION: A one page lesson plan to be included in the child study paper.

INTRODUCTION: Everything should be completed for the child study paper except the lesson plan. Now that you gathered all your data you should be able to apply this information to a classroom situation, in order to help the child grow in one or all of the four areas we have examined: intellectual, social, physical, and emotional development. Each child is unique. All children have the same basic needs. However, circumstances and personalitys differ. To maximize the child's learning, instruction should be individualized and personalized.

ACTIVITY A: LIFE STYLE INVENTORY (page
Directions: Don't think about your answers. Take about 10 minutes to complete.
1. Fill out the blank for the child you are observing.
2. Fill out the blank for yourself.

VIDEO TAPE #7: INDIVIDUALIZING INSTRUCTION

ACTIVITY B: LESSON PLANS. See sample (page
Directions: Either in a small group or alone
1. Use a child you are studying. Use the life style inventory blank or any other data you have gathered about young children.
2. Discuss the child's personality, learning style, interests, dislikes, etc.
3. Decide on one thing you want that child to learn (or that you think the child needs to know for survival in this world). Refer to your hypothesis.
4. Plan a lesson plan for that child. How would you teach the child? What do you want him to learn.
5. Write down this lesson plan.

DISCUSSION: SHARING OF LESSON PLANS (Be brief)

ACTIVITY C: COMPLETE YOUR OWN LESSON PLAN FOR THE CHILD YOU ARE STUDYING

REVIEW: SUMMARY OF OBSERVATION NOTES (page 175)

CLOSURE: BEGIN SHARING INFORMALLY THE CHILD STUDY PAPERS AND PROJECTS

ASSIGNMENT:

1. Next week turn in the final exam. You will not be graded on the exam but you will not receive a course grade until the exam has been turned in to the instructor.

2. Finish oral reports.

3. Let's celebrate.

LIFE STYLE INVENTORY*

	The child's experiences	My experiences
AGE		
HOW MANY IN THE FAMILY		
TYPE OF HOUSE		
HOBBIES, RECREATION, INTERESTS OF FAMILY		
LEARNING STYLE		
FAVORITE ACTIVITY AT SCHOOL		
SPEECH STYLE		
FAVORITE OBJECT		
DRESS STYLE		
HEROES		
FEARS		
RITUALS		
HABITS OR CUSTOMS		
LIKES		
DISLIKES		

*Taken from materials used at the Far West laboratory for educational research, San Francisco.

INDIVIDUALIZED INSTRUCTION
SAMPLE LESSON PLAN

Child's name_____

Date: _____

BEHAVIORAL OBJECTIVES: (What you want the child to learn)

The child_____will be able to: (List specifically)

ACTIVITIES: (List specifically how you plan for him to learn these objectives).

EVALUATION: (How you and the child will both know he/she is learning these concepts).

MATERIALS NEEDED (list):

SUMMARY OF OBSERVATION NOTES*

OBSERVABLE FACTS	FEELINGS OR EMOTIONS	JUDGMENTS BASED ON YOUR EMOTIONS OR RESEARCH	ACTIVITIES OR DECISIONS
Answer when, what where, how, to whom, from whom, with whom. Use descriptive verbs and adjectives. Describe in detail the child's behavior, interaction with others, and body language as well as verbal language.	How do you feel toward the child and his behavior? Can you be objective in your evaluation of the behavior. What was your frame of reference?	Answer why, what was the reason for behavior? Guess, speculate discuss, evaluate. Use words like "seems" or "appears" when making judgments. On what did you base your decision? Formulate a hypothesis.	Decide on what you want the child to learn. Lesson plans.

RESEARCH
Be aware of related research
Bibliography

*This summary could be for one observation record or several observations leading to a child study paper.

WEEK XII
EVALUATION SESSION

LET'S CELEBRATE

You will be given a copy of the answers to the exam at this session.

1. Turn in final exam.
2. Complete grading sheet.
3. Finish sharing projects and papers informally.
4. Complete Teacher Evaluation.

It has been hard work. I have enjoyed being part of your struggle to understand and learn about the young child.

THE CHILD AND I

She, with the blond hair and blue eyes
cannot speak to me.
Her language sounds strange.
She understands not mine,
Nor I hers.
But, we know each other.

He flies around the room
making noises that sound
like rockets to the moon.
Loud utterances:
that fall on deaf ears.
Because we speak differently,
I nod and wave.
He bows and curtsies
We communicate to each other.

A tear falls gently
down each cheek.
Small hands reach up.
Arms are entwined.
No words are heard.
We understand each other.

The child and I.
We both have much to learn.
The memories of the past
echo in long lost chambers.
Youth making memories new,
that will someday have a turn
being remembered.
Still we need each other.

The wind tousels his hair as he runs toward me.
Dirt covers all his important parts,
including his hand that he slips in mine.
His dark brown eyes look at me asking one question.
Yes, We love each other.

With warmth,

Joanna

FINAL EXAM

NAME _____

INSTRUCTIONS:

Take the exam without looking at any of your notes or books first. Then, take the exam over and use all of your notes.

1. Define "Rank order."

2. Rank order the following statements in order of preference. What would the reasons be for your teaching? Taken from the Stein-Masling Teacher Scale.

   Par. 1 I feel that teaching is an ideal career for me because it offers me the opportunity for a rich and varied life. I not only have the many satisfactions that come from teaching itself, but I also have the time to do other things that are important to me. Although there is not as much time as I would like, teaching makes it possible for me to read, relax, travel, have hobbies, be with my family and friends, and in short to be a versatile person and live a full life. I feel that this makes me a more mature and effective individual, and therefore a better teacher, more capable of understanding children and guiding them in their growth.

   Par. 2 I have always wanted to be a teacher for as long as I can remember. I like the kinds of people my fellow teachers represent, share the same kinds of interests they do, and enjoy doing things with them socially as well as professionally. Although a teacher's income isn't all it might be, we make it a point to attend plays and concerts whenever possible. I also try to keep informed in literature and art, since I'm conscious of my responsibility as a member of the teaching profession to help maintain standards of culture, learning and good taste. The teacher is an important influence in the community, and I am proud to be one.

   Par. 3 The children themselves are my greatest source of pleasure in teaching. I really love to see their eager faces every day. I am anxious to please them and grateful for their affection. Of course, they're not all the same, and they can sometimes be very trying, but I can truthfully say that there are very few children I haven't felt warmly towards. It gives me a great deal of pleasure to look after them, helping them in the ways that only a person genuinely concerned with their welfare really can. I've sometimes given more time than I should to a child for this reason, including after-school hours, but I've never regretted this because there is nothing more satisfying to me than to be able to contribute to a child's happiness and well being.

   Par. 4 I feel most rewarded as a teacher when my pupils have become so involved in their own pursuit of learning that my presence is almost superfluous. It has always seemed to me that pupils learn very little by being told what the teacher knows. Real learning that a my pupils do is a personal experience, and the best teacher is the one who can succeed in bringing pupils to the threshold of their own minds. You have to respect the child's personal integrity to do this, letting his interest and not the teacher's determine the learning experience. I encourage my youngsters to be independent and self-reliant right from the beginning, and I am better satisfied with the child who stands up and disagrees with me when he thinks I'm wrong than the one who looks to me to tell him what to think.

Par. 5 Although there are many aspects of teaching which are of concern to me, I have come to feel that the most urgent task is to work for the improvement of the school system and the advancement of teaching as a profession. There is much to be done in educating, not only by the public, but by other members of the profession as well. Too many pay lip-service to the needs of the schools and of teachers, but are unwilling to commit themselves to concrete action. There are times when I've wondered if it has been worth the personal sacrifice: the rewards are few, and one's intentions are often misunderstood. But when I think of the importance of the problems involved I know there is nothing else I can do.

Par. 6 The most enjoyable part of my day is the time I spend with my pupils. Childhood is such a wonderful period, and it's wonderful to be able to help youngsters appreciate it to the fullest and to share it with them. When I think of some of the adults I know, it seems to me that there are many virtues they could learn from children, instead of the other way around. I know I learned a lot from my pupils, listening to their talk and watching them behave. There isn't much about their interests and feelings I haven't come to understand, and one of my greatest satisfactions in teaching is when a youngster begins to see me as a friend and confidant rather than as an outsider.

Par. 7 I like to have my classes run smoothly, with a minimum of confusion or distraction. Youngsters like to have things spelled out, and they are most confortable when there are rules and procedures which everyone can follow in order to do things in the right way. I enjoy helping the children see the purpose behind many of the rules they regard as arbitrary, but the most important thing is that they learn to pay attention to the rules and that they begin to develop habits of punctuality, neatness, cleanliness, and order early in life. In the arrangement of the materials in my classroom, and in my own personal behavior, I constantly try to set an example for them. I take pride in the thought that my pupils are being well-prepared for their future responsibilities in adult life.

Par. 8 My greatest satisfaction in teaching comes when someone who is competent to judge tells me I've done a good job. I feel a very solid sense of achievement when the principal or supervisor compliments me on the progress of my class. Of course, much of the credit belongs to them for the help and support they provide. It's good to be a member of the educational team when everyone works together for the same end. I am constantly encouraged by the thought that my own efforts and the guidance available from competent supervision bring me ever closer to the ideal of being a good teacher.

Par. 9 My greatest satisfactions in teaching come from my successes in captivating the interest and attention of the children. The most important problem in education is to motivate the student, and it seems to me the best way to do this is to make the material of real interest to him. When the teacher is vivid, exciting and colorful, the children can't help but become aroused themselves. I like to use demonstrations, dramatizations and other techniques which help to make the lesson entertaining, and I try to introduce as much freshness and originality as possible into my teaching. In the final analysis it's the impact of the teacher as a personality that makes the different between successful and unsuccessful teaching.

Par. 10 The most important part of a teacher's job is to prepare children for adult life. As youngsters they think that everything is play, but they will soon enough learn differently. It is the responsibility of teachers to make them ready for their later responsibilities by teaching them obedience and respect for authority, self-control and hard work. The teacher must be firm if the pupils are to be kept on the right path, but it is for their own good. The real rewards in teaching come from the knowledge that you have done your part in developing the citizens and soldiers of tomorrow, devoted to God and country.

RANK ORDER

1. =
2. =
3. =
4. =
5. =
6. =
7. =
8. =
9. =
10. =

3. Which of the above paragraphs most closely resembles the teacher of this course?

4. Define the following research methods (use the back of your paper, if necessary).

   RUNNING RECORDS:

   ANECDOTAL NOTES:

   EVENT SAMPLING:

   TIME SAMPLING:

   SOCIOGRAMS:

   INTERVIEWS:

5. Name the limitations for each method.

   RUNNING RECORDS:

   ANECDOTAL NOTES:

EVENT SAMPLING:

TIME SAMPLING:

SOCIOGRAMS:

INTERVIEWS:

6. What are the advantages of using each method?

RUNNING RECORDS:

ANECDOTAL NOTES:

EVENT SAMPLING:

TIME SAMPLING:

SOCIOGRAMS:

INTERVIEWS:

7. Define what is meant by the experimental method.

Definition:

How to use it:

Disadvantages:

Advantages:

8. Define the clinical method.

Definition:

How to use it:

Disadvantages:

Advantages:

9. Define the differences between subjective and objective.

Subjective:

Objective:

10. Check the following statements as either subjective or objective.

	O	S
1. The child is happy.	____	____
2. The child is in the sandbox playing with toy trucks.	____	____
3. The child drops the spoon and grabs the toaster cover and puts it on her head and says, "I am a toaster."	____	____
4. The child keeps running from room to room.	____	____
5. The child puts hands up in the air and skips a few steps, then goes into a cartwheel and falls on bottom.	____	____
6. The child interrupts, asking Tommy for a screwdriver.	____	____
7. She did not, however, become carried away and attempt to over do it.	____	____
8. Debbie crawled into the blimp, a large piece of fiberglass equipment in the playground.	____	____
9. She took the little girl's hand, and said, "Let's go, Honey."	____	____
10. When Billy's father tried to help him with his ice cream cone, Billy told him, "Please, don't and later "What are you doing?"	____	____

11. You are a head start teacher with 15 children in your classroom. Serena is a 4 year old in your class. She lives in a mobile home. Her cultural background is English and Irish. Her mother was born in England. She has two older sisters and one younger brother. The father is a truck driver and the mother stays home.

    How can this information help you teach Serena? How would you gather more data about Serena? What other data would you need to know in order to individualize instruction for her?

Please add any additional comments you wish to make:

GRADING SHEET

Use this page as a guideline to compute your grade. If you do not use the point system justify your grade in the following space. I will not grade you until I have seen all of your work in a notebook and have received the final exam.

	Points
Observation #1	_____
Observation #2	_____
Observation #3	_____
Observation #4	_____
Observation #5	_____
Summary	_____
Lesson Plan	_____
Bibliography	_____
Final Exam	_____
Attendance	_____
Extra Credit	_____
Total	_____

A = Excellent quality Effort went beyond assignment required	425
B = Did your best Assignment complete	369
C = Average Did assignment just to get it done	259

NAME_____

Your Grade_____

186

STUDENT EVALUATION OF INSTRUCTOR

We would greatly appreciate your help in improving this course. Your instructor desires this rating for his or her self-improvement. Each of the items below deals with a characteristic of instructors which both faculty and students feel to be important. Rate each item as thoughtfully and carefully as possible. Please do not omit any item.

Instructor's Name _____

Course Number _____

Class Days & Hours _____

Today's Date _____

DO NOT SIGN YOUR NAME!

DIRECTIONS: Circle the number or response which you feel to be accurate:

	don't know, does not apply	always	often	some-times	rarely	never
1. Do you feel that this instructor presents material in a well-organized fashion?	(0)	(1)	(2)	(3)	(4)	(5)
2. Do you feel that this instructor effectively communicates the subject matter of this course to you?	(0)	(1)	(2)	(3)	(4)	(5)
3. Do you feel that this instructor uses enough examples or illustrations to clarify the material?	(0)	(1)	(2)	(3)	(4)	(5)
4. Do you feel that this instructor shows interest and enthusiasm for the subject matter and teaching of this course?	(0)	(1)	(2)	(3)	(4)	(5)
5 Do you feel that you are free to ask questions, disagree, and express your ideas in this course?	(0)	(1)	(2)	(3)	(4)	(5)
6. Do you feel that the assigned readings and other outside class activities are relevant to the aims of this course?	(0)	(1)	(2)	(3)	(4)	(5)
7. Do you feel that the exams, papers, or other methods used to grade your overall performance in this course relate to the major emphases of this course?	(0)	(1)	(2)	(3)	(4)	(5)
8. Do you feel that your graded materials or examinations have been returned within a reasonable length of time?	(0)	(1)	(2)	(3)	(4)	(5)
9. Do you feel that this instructor is concerned that you learn and understand the course material?	(0)	(1)	(2)	(3)	(4)	(5)
10. Do you feel that this instructor is accessible to you outside of class hours?	(0)	(1)	(2)	(3)	(4)	(5)
11. Do you feel that this instructor is sensitive to your feelings and your academic problems?	(0)	(1)	(2)	(3)	(4)	(5)
12. Considering everything, how would you rate this instructor in relation to other teachers you have had at Chaffey College?	(0)	excellent (1)	good (2)	average (3)	below average (4)	poor (5)

13. Is this course a general education requirement? YES NO

14. Is this course required for your major? YES NO

* The amount of work required in this course was: 15. TOO MUCH 16. ABOUT RIGHT 17. TOO LITTLE

18. Have you missed class three or more times? YES NO

** What grade do you expect to receive in this course?

19. an A 20. a B 21. a C 22. a D 23. an F

Please write comments on each of the following: DO NOT SIGN YOUR NAME!

I. What did you particularly enjoy about this instructor and this course? (Remember that your comments will be held absolutely confidential.)

II. What aspects of this course or this instructor's teaching could be improved? How? (Remember that your comments will be held absolutely confidential.)

III. Write any other comments which you have regarding this instructor or this course. (Remember that your comments will be held absolutely confidential.)

IV. Do you feel that the questions on this student evaluation of instructor form adequately apply to this instructor? YES NO

Please comment on this form and on teacher evaluation at Chaffey College:

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RESOURCES:

Far West Laboratory for Education, Development and Research, Folsom Blvd. San Francisco, CA.

Soma, May 1978 P.O. Box 13566, Atlanta, Georgia, 31324

MATERIALS NEEDED

WEEK I:
Handout: Speak to Us of Children
Masking tape
Disks: Red, blue, white, yellow - at least a hundred each

WEEK II:
Magazine pictures of children in a folder
Film: Eye of the Beholder
Book: Everybody Needs by Byrd Baylor

WEEK III:
Observation game material (toys etc)
5 plastic garbage bags (small)
Book: Ten What R. Hoban
Rocks for a display
Films: Learning to Observe
Learning is Observing

WEEK IV:
Film: Child's play and the real World
Film strip: Play
Video tape #1
Magazine pictures

WEEK V:
Bulletin board on perception
Video Tape #2

WEEK VI:
Film: Four Children
Video Tape #3

WEEK VII:
Film: Non-verbal Behavior
Video Tape #4
Time sampling chart

WEEK VIII:
RECORDS: Pushing the clouds away, Rod McKuen
I love to Laugh, Mary Poppins
The Haunted House, Walt Disney
The Brave Bulls
My Mother Wanted Me, Rod McKuen, The Anita Kerr singers
The Sounds of Silence, Simon and Garfunkel
Video Tape #5
Slides: Emotions

WEEK IX:
Candy Kisses
Audio Tape: Music
Costume: Fairy Princess

WEEK X:
Video Tape #6

WEEK XI:
Video Tape #7

WAYS OF STUDYING CHILDREN

Tabulation of Responses of a Class to the Question: Who Are Your Three Best Friends in This Class?

Chooses	Barbara	Jackie	Norma	Janet	Judy	Susan	Vivian	Shirley	Margaret	Marian	Donna	Hazel	Dan	Donald	LeRoy	Jim F.	Jim N.	Dick A.	Dick B.	John	Wesley	Norman	Phillip	Gale
Barbara		3	2		1																			
Jackie	2		3		1																			
Norma				3	1																	2		
Janet	3				2					1														
Judy			3			1					2													
Susan			1	3							2													
Vivian				3				1	2															
Shirley				3			1		2															
Margaret				3			2	1																
Marian			3	1		2																		
Donna	3			2		1																		
Hazel	3			1							2													
Dan														1	2	3								
Donald													1		2	3								
LeRoy																1		3				2		
Jim F.															2						3	1		
Jim N.															2			1			3			
Dick A.															2	1	3							
Dick B.																	3			1	2			
John											3								1			2		
Wesley																3			1			2		
Norman			2												3	1								
Phillip																2		2				1		
Gale			3														1	2						
1st Choice			1	2	3	2	1	2		1			1	1		3	1	1	2	1		2		
2nd Choice	1		2	1	1	1	1		2		3				5			2			1	4		
3rd Choice	3	1	4	5							1				1	4	2	1			2			
TOTAL	4	1	7	8	4	3	2	2	2	1	4	0	1	1	6	7	3	4	2	1	3	6	0	0

The figures in the main body of the table indicate the level of choice, thus: Barbara chose Judy first, Norma second, and Jackie third. The figures in the four bottom rows represent frequencies, thus: Barbara received 1 second choice, 3 third choices, and 4 choices all together.

EXAMPLE #1
CHILD STUDY PAPER

OBSERVATION #2: Observation #1 is included in the other part of the notebook.
CHILD'S NAME: Seth.

AGE: 6
DATE: October 29, 1976
PLACE: Elementary School
SETTING: Halloween Parade on the Playground
TIME: 1:30 to 2:00 p.m.

Seth walks out of his room in a single file line behind the other children in his red bunny suit. He spots the observer among the parents. He smiles and waves. He continues to follow in line through the halls and squints his right eye. His mouth is straight and his hands are to his sides; his eyes are looking ahead. The lines weave in and out of the rooms and continue to go outside into the playground, forming a large circle. Seth is following the children and continues to walk around in the circle. From across the playground, he waves at the observer. He continues walking in the circle with hundreds of children. When the parade breaks up, Seth makes his way through the crowd to where the observer is standing. Seth says, "Take off my costume." The observer helps him get his feet out. He holds onto her shoulders. The rest of the costume comes off and he hands it all to the observer. Seth says, "I need a drink of water, it's hot under those ears." He hurries over to the water fountain, leans over, and turns the water on and gets his drink. "I'm going to stay with you." The observer says, "Since it's your recess go ahead and play." He turns and slowly walks over to the parallel bars. He grabs hold of the middle sized bar and walks up the pole with both his feet. He pulls himself on the top and sits with the right foot under him and puts the other leg on the bar and stands up. A few seconds later, he sits down. He brushes his hair back with his right hand, "I'm going to do a flip." He swings down from the bar with his hands and drops to the ground. He squats on the ground with his hands on his knees and gets up and walks from the bars towards two boys. He grabs and hangs onto one boy's back. The boy tries to pull away. The boy turns around and grabs Seth's arm. The teacher on the playground comes over and says, "Stop it boys." The boys stop. Seth runs to the other boy and tackles him and they both fall to the ground. They roll around and wrestle together on the ground. The Vice Principal walks past, "Boys, get up." Seth looks towards the observer. A figure comes by that is dressed as a ghost. Seth gives it a push and says, "Big Baboon." He runs behind two boys who are walking away. He stops and walks over toward the rings and grabs onto one and swings forward. A little girl is standing by the ring he is swinging on. He lets go of the ring and walks back to the bars. He jumps up and holds onto the highest bar and swings by his hands then drops off to the ground. The bigger boy on the bars says to Seth, "Can't get on that way." Seth replies, "Who says we can't, Mister?" Seth pulls

himself to the top of the bar and sits for a couple of minutes. He swings down off the bars and heads back to the rings and grabs onto a ring and swings back and forth and drops off. The teacher blows her whistle and says to Seth,"You need to line up and go over the rings one at a time." He steps back away from the rings and watches a boy who is near him go across the rings. The boy gets off the rings and the two of them head over to the jungle gym. Seth climbs up through the jungle gym to the very top. He stands at the top leaning over and watches the children below. He beats his hands on his chest and says, "Ah-Ah", While walking around on the top and looking down below. There are now four other children up at the top. Seth climbs down the bars and comes out from underneath. He walks across the playground with his hands up on the top of his head. The recess bell has rung and he is walking back to line up with his class.

OBSERVATION #3
CHILD'S NAME: Seth
AGE: 6 years
DATE: November 4, 1976
PLACE: Elementary School
SETTING: First grade classroom
TIME: 10:10 to 10:30 a.m.

The class has just entered the room from their recess period. Seth goes to his desk and lifts his chair down from the top and sets it on the floor. He sits down with his right leg underneath him and scoots his chair closer to his desk. He sets his palms on the table and gets up from his desk and hands the teacher some papers he has donw for her at home the night before. He looks at the observer and smiles. He sits back down at his desk. Teacher, "We forgot to do something this morning." She places her hand over her heart and faces the flag. Seth stands up and places his hand over his heart and says the Pledge of Allegiance. After he is done, he sits back down in his chair sideways facing Janie. He wrinkles up his nose, and looks at Janie while whispering something to her. He turns around to his desk and folds the yellow paper on his desk into eight squares. This is the paper he is going to use to copy the combinations from the board. Teacher, "Fold paper very nicely." Seth leans over and says something to Janie. He picks up his pencil and begins to write on his paper. He looks over at Janie's paper. He looks up at the chalkboard and writes something on his paper. Janie pulls out a book from her desk and sets it up between Seth and her paper. She moves the book around until she gets it to stand still. Seth waves his right hand at the observer. He looks back at Janie. He smiles at her and goes,"Ha-ha." Janie continues to move the book around on the desk top. Seth looks toward the board and writes on his paper. He points at Janie and smiles. He lays his pencil down and goes to the teacher's desk. Teacher, "Everyone with lunch money, bring it up to the desk." Seth walks by the observer on the way to the desk. He stands in line and watches the teacher take the money. He looks back towards his desk and at Janie. The boy in front of Seth leans backwards

into him. Seth sticks his tongue out at him. He watches the boy in front of him hand his money to the teacher. It's Seth's turn and he hands his money to the teacher. He swings his arms at his side and walks back to his desk. He sits down and turns towards Janie. He leans over and looks under his desk. He stares at Janie. He looks under the table one more time. He gets up from his desk and walks to the back of the room towards a box which has several pencils in it. Seth picks up one pencil, looks at it and starts back to his desk. He sits down on his chair and writes on his paper again. He lifts his left shoulder under his chin and looks at Janie. He looks over the top of the book Janie has set up on the desk. Janie shifts the book around. Seth looks out the door. He moves his paper around on the desk then stands up and leaves his desk and walks towards the teacher,, Seth, "Can I go to the bathroom?" Teacher nods her head okay. He leaves the room. Several minutes later he returns to the room. He sits down at his desk with his legs to the side of the chair. He looks out the door again. He smiles at the child who just came into the room. He puts his legs to the front of him and crosses them at the ankle. He takes the paper from the top and puts it at the top of his desk and looks toward the board. "Take out handwriting books," teacher says. Seth leans over at the waist and puts his head into his desk searching for his book. He sets the book on top of his desk. He turns sideways and looks toward the back of the room. He turns back to his book and begins turning each page one by one until he reaches the right page. Teacher shows the page in her book to the children and Seth looks up at her page. He sets the book up on its bottom edges and squints his eyes. He grabs his book up and folds it at the middle. He lifts his legs up from the floor and drops them down. He leans toward Janie andpuckers his mouth. Teacher, "Turn your combinations over so I can see them." Seth picks up his pencil and starts to write on his paper. He wiggles his feet underneath his desk and chews at the inside of his cheek. He takes another look at the board. He checks the teacher when she makes a comment to the class. He leans over to Janie and twists his mouth around. He puts his head down close to the paper and writes on it. The teacher says, "Very good." Seth whispers something to Janie then continues to write on the paper. He looks towards the teacher, writes on his paper andthen turns it over.

OBSERVATION #4

NAME: Seth
AGE: 6
DATE: November 16, 1978
SETTING: First grade classroom
TIME: 9:00 to 9:20 a.m.

Seth entered the classroom with the children. He helped pass the writing paper to each child. Teacher, "Write what is on the board. Do a real good job. It has to do with something that is coming up next week." Seth says, "Thanksgiving." He then eagerly looks over at the board and begins to write on his paper. Head is buried in his paper. He lays both his forearms on the desk and holds the paper steady with his left hand. He prints each letter very carefully with his right

hand. He looks again at the board holding his mouth in a "o" shape. He whispers something to Janie, and glances at her paper. He smiles and scoots his chair toward his desk. He talks to Janie. He glances over towards the board, writes, and then stops. He watches the teacher talk to another teacher who has appeared at the front door. He leans under his desk for something and everything falls out onto the floor. Seth, "Tee-hee". Seth and Janie together bend over to the floor and pick the things up and put them back in Seth's desk. As he picks the stuff off the floor, he sits in his chair and bends over his knees at the waist. After everything is put back, Seth flops his feet to the side of his chair and sits back up at the desk. He picks up his pencil and prints on his paper. He leans over towards Janie and whispers to her. Janie turns her back to him. He gets back to his paper and prints. Seth, "What's this?" a paper is just handed to him. He holds the paper at an angle with both his hands and glances over it. He lays it down next to his writing paper. He talks to Janie. He looks over at the board and prints. He looks over in the direction of the teacher's desk. He writes on the paper and glances frequently at the board. He leans to the side of his chair as if he is falling backwards. He leans under the desk and looks. He pulls a short pencil out and checks out the eraser. Teacher says, "May I have your money for lunch, milk, etc." Seth leaves his desk and walks by the observer. Seth says, "Mom, I'm going to give Mrs. K my ice cream money cause last time I lost my dime." He strolls over to the line. He points to something with his right arm while whispering to a child who is bumping the back of him. He smiles and waves at the observer while he waits in line for his turn. He watches the teacher as she takes the change from the children in front of him. Seth says, "Mrs. K this is my ice cream money." Teacher, "Hey you have alot of ice cream money. Are you going to eat alot of ice cream today?" He goes back to his desk with a grin on his face. He stands over his desk for a second. He turns around and goes to the pencil box that is sitting in the back of the room. He hunts through the pencils for one. He picks one out and returns to his desk. He sits down and begins to erase his paper. Teacher hands Seth a paper for him to carry to his office. Seth eagerly gets up and leaves the room with a big grin on his face. He is gone approximately 4 minutes. Quickly he enters the room and sits down at his desk. He puts one leg underneath him and sits on it. Janie leans over and whispers. He puts his feet to the side of his chair. He stares over to the board with his left finger to his cheek and moves his mouth. He looks back to his paper and slowly prints the letter. He brushes paper with his left hand and the paper crinkles under his hand. He prints letters. He says, "Wait a second, I spelled my whole name". He picks up the eraser and erases across the paper.

SUMMARY

Child's Name: Seth
AGE: 6 years

During observation number one, Seth seemed to shows signs of boredom when he was waiting for others to complete their work. He had the ability to finish in the given time limit, but was unable to solve the prob-

lem of free-time. An activity of reading or coloring could have helped him pass this extra time. He seemed uncomfortable during this observation. He might have been unsure of his limits in the classroom. He was always looking to me for security and reassurance while I was there. Seth has some anxiety about being away from me and his home. This has been difficult for both of us. A few times there were tears and the desire to go with me when I left his room. We sat down at home and discussed this problem together. I told him I understood that it was a difficult adjustment for him to make being away from home for so many hours during the day, but he was going to have to try to work it out the best he could. I told him I would be at home waiting for him and that I would be anxious to hear all about his day at school. I try to take a half an hour when he gets home from school to discuss whatever he feels like. Every day this is something he anticipates, and I feel it is successful.

Seth seems to be distracted from his work quite often during the second observation. Being behind a desk instead of sitting on the rug in an open area for more hours than he has ever experienced, he finds himself desperately trying to accomodate to his new environment. According to Piaget's theory, every child must have this concept of assimilation and accomodation to be able to function successfully throughout a life span.

Through my observations at home and at school, I noticed how much Seth squinted his eyes. I thought perhaps this squinting was part of the problem of his adjustment. I took him to the pediatrician and had his eyes examined. The doctor found nothing wrong and diagnosed a nervous "tic". The best way to treat it was to ignore it according to the doctor. It is still evident, but is not quite as frequent.

During observation two, I felt he was searching to find his place in the peer group. His play was somewhat solitary and this was disturbing to me. At age six this seemed unusual. Ocassionally I could see some associative play, but it was quite aggressive. I did not find any of the children using cooperative play. I think that this was his way of identifying where he was going to be accepted and where he should avoid being. Playing in our neighborhood, Seth participates in 90% associative play which leads me to believe that the problem-solving done by Seth will soon be accomplished. His ability to communicate with his peers was interesting. He expressed what he felt and did not worry about the result. For instance, when he was talking with the bigger boy on the bars. All of the adjustments on this little boy's shoulders probably seems quite mind boggling.

In observation three, he was trying to acquire recognition. This showed when he brought the teacher some of the work he did at home. He still seems to be searching for his position in the class. He is opening up more with his peers and he seems to be more comfortable about communicating. He still seems to be interested in the things that are going on around him. Seth shows his pleasure when his teacher comments on his work. I think Seth knows that he is doing his best work and that learning by his errors is acceptable.

In the last observation, I felt Seth was at ease in the classroom situation. He was proud of himself. In Developmental Psychology Today, it states that if a person doesn't have a high self-esteem, he can feel worthless or dumb. "Unless one has a reasonably good opinion of himself, he can doubt his abilities to do anything well." He was communicating openly. The teacher asked him to deliver a message to the office and he seemed to feel a sense of responsibility. During the observation, he did not need to have as much eye contact or reassurance from me. He was able to move around the room with more freedom and I would guess he was not afraid of his environment now. He appeared eager to do the work and really seemed to be doing his best. Somehow a bit of the pressure was lifted. He probably will continue to make more and more adjustments every day. I am sure that he still feels confused about his situation. The length of time spent at school is still annoying to him and we must continue to talk it over frequently. He tried so hard in the beginning to get everything perfect and when he failed, he was afraid of the reactions. Now he has felt things through and has a clearer picture of himself through the people around him.

I think I am more relaxed as his mother now since I have made these observations, and he too can sense this from me. The friction at home about going to school each day is lessening. The crying and defiance is partially over. Ocassionally, when there are conflicts at home, he will use, "I'm not going to school tomorrow" as a defense.

In closing, I plan to continue with our daily communications until Seth expresses the need to stop them. He has made a noticeable adjustment in the school situation and I hope each day will be one step closer to complete enjoyment in receiving an education.

HYPOTHESIS: Seth is having a difficult time adjusting to the classroom situation, especially the length of time he has to be at school.

RESEARCH

Research was limited to one book: STUDYING THE CHILD IN THE SCHOOL by Ira J. Gordon. While writing this book, Professor Gordon was employed at the University of Florida, Gainesville, College of Education. "Professor Gordon represents a happy coincidence of three interests: children, studying children, and teaching children. This is always a welcome phenomenon among educators, particularly when such a person is able to communicate instructively through the printed word. The result, in this instance, is a book that is bound to hold the attention of anyone who genuinely is or expects to be a professional teacher." This first paragraph of the forward written by Arthur P. Coladarci, Professor of Education and Psychology at Stanford University, expresses why I chose this for my reference. The entire book gave me insight into Seth as a pupil in a school classroom.

Views about children between parents, teacher, and society have changed greatly through the years. For many years the Newtonian frame of reference was practiced. It was believed that children were unchangeable and fixed for a life-time. Views seem to be changing rapidly towards the Einsteinian frame of reference where a child is something to be molded depending upon his interaction with others. "A transactional view takes into consideration the idea that, at any given moment in time, when a child or person is engaged with another person or event both exist only in terms of each other, and behavior cannot be understood apart from the situation in which it occurs. In a classroom, a teacher's behavior is modified by his moment-to-moment dealings with his pupils just as much as their behavior is only understandable in relation to his."

Seth found difficulty relating and adjusting to his new teacher. For there to be successful development, the teacher must put aside her biased frame of reference and modify her behavior to reach Seth, since his behavior still needs molding. The more the teacher and Seth communicate, the better Seth's chances for adjustment in the classroom will be.

Teaching is a difficult task. The teacher must be able to know when a child is intellectually ready to tackle a specific problem. If the child is not ready, he may not be eager to take on the task, he may find it too hard or too easy, or he will find it damaging to his self-concept. When a child takes on a task he is able to achieve, he will eagerly master it. "A teacher, in selecting his strategy, needs to take into account not only general principles of learning but also specific information about the specific pupils in his classroom."[2] Seth's self-concept is weakening in the printing task because the match the teacher is striving for is not ready to come forth in Seth. His small muscle control is undeveloped; therefore, the printing she is having him master is damaging his sense of ability. Seth is a child who thinks he can do anything, and now this exciting quality is slowly fading. The restriction of the blue line on the paper is frustrating to his desire to learn this task. Seth needs some individualized instruction in this area, since he is a younger six year old and according to child growth and development, he needs more change to develop his fine muscle control.

Jackson and Strattner (1964) stated: "Learning effectiveness is enhanced by the possession of particular psychological strength, such as positive attitudes towards school, realistic achievement goals, and feelings of self-confidence." Studying the Child in the School summarizes, "The child's personality organization can be seen as not only motivating, but also a selecting factor in how he behaves toward school."[4] Seth needs to have a more positive outlook on school. The daily activities do not seem to stimulate his goals. The teacher needs to be aware of this and prepare some activities which are of interest to him. According to his teacher, Seth is a good student without problems. But even a good student needs activities which will enhance his growth and development. The teacher needs to get in touch with Seth's personality because of his negative outlook about attending school.

Seth remembers enjoyment during his kindergarten year and strongly anticipates this same enjoyment in first grade. But somehow his ideals

of first grade have been shattered. Seth's development still requires the free choice of activities instead of all structured tasks. I hope the teacher recognizes this and does not discipline him because of his need to make some of his own choices. Piaget feels the more the child acts in his external world the more knowledge he has about reality. The specific types of activity the child experiences in his development are a basis for his knowledge. The concepts of convergent and divergent thinking provided by Guilford is something I feel would be extremely useful in primary grades. Convergent thinking is defined as being information that leads to one correct answer or best conventional answer, while divergent thinking is thinking in different directions or a variety of directions. This process of thinking would be beneficial for Seth. The ability to search for an answer which is not always known, but one that takes some creative thinking, might stimulate Seth's interest in school work. He is a person who always asks a hundred questions. By asking questions, he could discover something exciting from the answers.

Through my observations, I felt the classroom and the school Seth attends seem to overlook peer relationship completely. The teacher completely discourages any interaction among the children during their work periods. Small group activities would encourage development of social relations, and the abilities to get along and cooperate with one's peers would be worthwhile as the child continues through secondary school where social relations are very vital to children emotionally. The habit of listening and learning from others can be profitable too. For Seth, the chance to express himself freely with other children as a group could help him develop a positive relationship with everyone. Too much aggression and physical contact develops with no peer socialization. "Current research in human development and educational psychology clearly indicates that the peer position of the child influences his achievement in school, his self-concept, and his performance in such specific subjects as reading and arithmetic (Spaulding, 1964). The peer culture operates as a dynamic influence on the behavior and personality of the child."[5]

All these different aspects of education help mold a child's future. It seems unfair to give this responsibility to one individual. Each child has specific needs and each teacher has a specific background; if these two conflict, the teacher has failed to mold the child positively. I would like to see education strive towards team teaching. In high school, a student has a number of teachers with which to relate and benefit from, especially if the student meets one who stimulates his growth. Unfortunately the high school student, more than likely, has already been through the initial molding process.

References:

Piaget and Knowledge by Hans G. Furth, 1969
Studying the Child in the School by Ira J. Gordon, 1966. NY, Wiley & Sons.

Footnotes: Gordon, Studying the Child in the School

1. Page 3
2. Page 5
3. Page 52
4. Page 52
5. Page 112

INDIVIDUALIZING INSTRUCTION

1. Help him adjust to the length of time spent at school.
   a. More interesting activities that Seth likes.
   b. Sink and float game. Have Seth explain why the objects he picks sink or float. (Divergent thinking).
   c. Make up stories and let Seth finish them with his ending. (Divergent thinking).

2. Help the separation anxiety Seth has about leaving home.
   a. Take field trips showing how you leave a location for a period of time, but you do return to the original location.
   b. Discuss these feelings in class.

3. Encourage work with combinations. (Most interesting activity to him).
   a. List items belonging to specific groups or categories. (three minutes). (ex. good food or dinks). Fosters production of the child created by Gilford.
   b.

4. Develop sense of responsibility (let him).
   a. Pass out materials in classroom.
   b. Run errands.
   c. Take care of specific thing in room. (Feed fish, water plant).

5. Help develop small muscle control.
   a. Puzzles.
   b. Fit pegs into round holes.
   c. Tinker toys.
   d. Shoe lacing cards.

6. Create extra activity for free-time when work is completed.
   a. Picture books.
   b. Lotto games.
   c. Coloring projects.

7. Attention span needs to be strengthened to cut down on distractions.
   a. More interesting and varied school work.
   b. Group participation.
   c. Class interaction on school work.

LIFE STYLE INVENTORY

NAME	Seth
AGE	6 years
FAVORITE OBJECT	Yellow Bike
DRESS STYLE	Casual, sometimes a mixture of colors and coordination
LIKES	Arts and crafts, reading, playing
DISLIKES	Length of time he has to spend at school
SPEECH STYLE	Talkative
HEROES	Policemen
RITUALS	Getting dressed, brushing teeth and hair
RHETORIC	"You can't make me do it no matter what you do to me."
PREFERRED SENSE MODE	Questions
LIVING ENVIRONMENT	Clean, modern, comfortable
VALUES	Love of parents
FEARS	Being independent

DIAGNOSTIC TEST

1.	Does school remind you of a..... *I like to take flowers to my teacher.	a. Ruler b. Flower c. Basketball d. Nail & Hammer
2.	What is your favorite thing to do in school?	a. Combinations b. Recess c. Write d. Read
3.	Which days of the week would you pick to go to school? (Choose any amount).	S M T W Th F S
4.	Which animal does your teacher remind you of? *Kitten came into our room.	a. Parrot b. Horse c. Kitten d. Bear
5.	Which color do you feel like most at school? *That is the color of my skin.	a. Red b. White c. Blue
6.	What would you do in the classroom if you were the teacher? Let the children do work and have recess whenever they wanted it.	
7.	What do you do the best at during school?	a. Run b. Sit c. Wiggle d. Walk
8.	Who do you like to play with the most?	a. Boys b. Girls c. Boys & Girls d. By yourself
9.	How long does it seem like you spend at school?	a. 6 hours b. 50 hours c. 3 hours d. 15 hours
10.	What would you do if you didn't have to go to school? How would you be able to learn lots of things? By my mother.	

*asked why he answered this way.

Count each row. Tell me which row has the most circles

Row 1

Row 2

Even when he counted the circles a second time, he still chose row 2. Knowing each row had 7 circles, the second row had the most.

EXAMPLE #2
CHILD STUDY PAPER

NOTE: This child study paper was written for ChDev 101. It is an excellent example of what kind of data can be gathered on a single child. The name of the child has been changed and the name of the writer omitted to protect identities. The writer gave me permission to use this. I hope it will be helpful and can be used as a guide for other students. I have changed some parts.

I. INTRODUCTION:

John was chosen by the observer to observe because he was more available to study than her other two children who are in Junior High. John was born in 1966 and at the time of this paper was eleven years old and 6 months. He is of average height (4'10" and weight (79 lbs.)

John's immediate family consists of father, mother, one sister and one brother. John is the youngest and often decrys this fact. He attends public elementary school and is in the 6th grade. After attending a Parent-Teacher conference in September, his teacher wrote, "Keep your wholesome attitude and awareness to try your best." On John's report card, his teacher wrote, "John is a good boy who usually tries to do very well. Great to have in class." John's grades for this period were four A's and three B's. John is active, conscientious, and an achiever. He is involved in sports and is a paper boy for the local newspaper. He seems to enjoy earning his own money and being able to purchase his very own possessions.

II. OBSERVATIONS:

a. Play and the Total Child.
b. The Intellectual Child.
c. The Physical Child.
d. The Emotional Child.
e. The Social Child.

III. PLAY AND THE TOTAL CHILD: TWO TEN MINUTE RUNNING RECORDS

a. First ten minute running record:

The first observation takes place at the elementary school on the outdoor playing field. The observation is of John in a game which was played immediately following the lunch period. There were 18 boys involved in the game, with 9 boys on each team. One team wore red aprons and one team wore blue aprons in order to make them distinguishable. John was on the blue team. Each boy wore two detachable flags, one on each hip, fastened to a belt which went around the waist. The duration of the game was ten minutes.

At the start of the game, John is standing alone on the back part of the field, he pulls his shoulder straps. He runs after a boy and pulls

the flag off of his belt. John says, "Mark, don't go up. We all play back." John stands still, puts hand on waist, rubs his ear. Then he rubs his eye. As boys are running toward John, he runs sideways, spins around, points finger in the direction of another boy and says, "You can stay here." The boys on his team go back to the middle of the field, but John remains alone on the back part of the field. He takes three steps to the right, then rubs his left ear. He puts both hands on his waist. He rubs left ear, then twists his hair with his left hand. He is standing still, then walks five steps to the right. He stops walking and puts his left arm across his forehead and stands still. He turns his head to the right. "Mark, don't go up." He changes arms and puts his right arm across his forehead. As boys are running toward him, he runs sideways, leaning slightly to the right. A boy runs past him, and John leans over and pulls the flag off the boy's waist, then he falls down. He gets up, walks with his hands folded toward the center of the back part of the field. He stands with feet apart and hands on waist. "Mark, don't go." John rubs his right ear. He fingers the flags on his waist. He turns around and takes two steps straight ahead. As boys come running toward him, John runs to his right, falls down. While he is on the ground, he reaches for the flag on a boys waist as he runs by John. John pulls the flag off the boy's belt. He gets up, runs, falls down, and laughs. He walks back to the middle of the field, he fingers the flags on his belt, then rubs his hands together. "Nobody else go down there." "Don't go, man." He puts his hands on his waist and stands still "Okay, we'll trade places." "No I'm right here." He scratches his head, turns around, points. He twists his hair while standing still, runs to the left, reaches out and grabs a boy's flag. He turns his head over left shoulder, turns around, and scratches face. He turns head over the right shoulder. Then he turns his head toward me, hops three times, smiles, rubs his ear. Boys are running toward him, John runs behind a boy, reaches out for the boy's flag,misses it. He runs faster and grabs the boy's flag, falls down and says, "What are you guys doing?" John gets up and walks back to the center of the back part of the field. "Mark, stay back. You know he is going to get you. You guys don't." John runs behind a boy as the boys run past him. John falls on his stomach, gets up, runs, falls, gets up, fingers his flags, and pulls up his shoulder strap. "Come on." He walks back to the center of the back part of the field. "Jessie, Mark, don't go back, man, we need some help." John stands still. "Stay back here." He scratches his back, then rocks back and forth. He scratches his left ear, then scratches his right ear, turns and runs, falls down and pulls the flag off another boy. John gets up and fingers his flags. He walks back to the center of the back half of the field. He twists his hair, runs backward, and reaches toward a running boy. John turns around, rubs ear, fingers the flags on his right side of belt, walks further down the field, stops, turns head behind him, runs to left, then to the right, pulls the flag off another running boy. "All right. We did it." The blue team won.

b. Second ten minute segment.

This second record took place at home at 8:10 in the evening. John and his brother, Wayne, were wrestling on the living room floor. The observer enters the room and sits down on the sofa to observe.

Both boys are laughing. They are both standing up with arms outstretched. Their laughter becomes louder and they are leaning on one another. They both fall down. John is on his right side and his head is being held between Wayne's legs. John gets loose and sits on Wayne arm saying, "The kid gives." John stands up, runs around Wayne, and sits on him. "Oh," he laughs. Wayne rolls John over on his stomach and his arm is held behind his back and Wayne jumps on John. John laughs and says, "All right, Wayne, get up." John stands up. "Comeon, Wayne." John falls on his stomach, moving his legs and arms up and down. He kicks the floor with his legs. John gets up on one knee, crosses Wayne's legs, then sits on Wayne's legs. John calls to his Dad who is in another room, "Dad, you are missing all of the action, the kid is dancing." Wayne gets away from John and both boys are rolling on the floor. John is saying, "Ugh, ugh." John stands up, holds Wayne's leg and moves it in a circular motion, then tickles Wayne's feet. "Watch, Mom, I'll make him roll." "Give me your other leg." John laughs. John gets up and sits on a chair. Wayne starts pulling John off the chair. John says, "Wayne, you can't wrestle on the furniture." John falls on the floor. He laughs and says, "Let me up." "Oh, no!" John gets on one knee with his head on Wayne's stomach. John tells Wayne to "relax". John lifts his head up and puts one knee on Wayne's arm and the other knee on his stomach. He says, "I'm getting tired of waiting here. Roll over, I'm not through with you! I know how to give you a breather. Roll over on your back." John sits on Wayne's stomach. "Is that enough?" John gets on both knees saying. "Get it together." Wayne arches his back and John falls on his back. Wayne sits on John's stomach. John wiggles away from Wayne, but falls on his back. John jumps up and runs out of the room.

IV. ANECDOTAL NOTES: THE INTELLECTUAL CHILD

1. Wednesday, 4:30 p.m.

John and the observer are driving along a highway. The observer says, "Look how green the grass is. It hasn't been that green for a long time." The observer glances at John to see if he is looking. Then he says, "I wonder how come grass is green. It could have been red, or purple, or blue. It's weird that it's green."

2. Wednesday, 4:45 p.m.

John and the observer were alone in the car driving to Orange when they came upon two cars and a truck that had pulled off the freeway. As they passed them, it was determined that the two cars were the border patrol. The truck was being searched by a man in uniform. It was mentioned that the truck housed illegal aliens. After riding for a while longer, John says, "That is pretty dumb to drive right down the freeway, but I guess if you are going to sneak into America, you may as well do it right."

3. Thursday, 9:45 p.m.

Sally, Wayne and John are returning home from Soccer practice and John's mother comments that she is tired. She says, "I have had a very busy day and I'm really pooped." All three children agree that they too, are tired. John is riding in the front seat and he seems to be deep in thought. He says, "I wouldn't want to be a mom. You have so much to do--you have to go to school, clean house, go to L.A., drive us all over the place, help us with our homework and all kinds of stuff." He reaches over and pats his mother on the knee and says, "I love you, Mom."

4. Saturday 7:30 a.m.

John's dad had left for work, Wayne was out of town and Sally had just finished eating breakfast. John's mother told John and Sally that she was going back to bed until 8:00. John came to the bedroom at 7:45 and asked "what would you like for breakfast, I'll make it." Mother said, "Surprise me." He brought breakfast on a tray to his mother so that she could eat it in bed. Breakfast included bacon, eggs, toast, and hot chocolate. He left the room and came back with another tray for himself and crawled into bed with his mother to eat his breakfast. Soon the two were joined by Sally who sat on the bed and started talking.

5. Saturday, February 12:30 p.m.

John, Sally, and their mother were riding in the car when a song from the 50's played on the radio. John commented he liked songs like that. His mother said, "I like them too." He said, "It's more fun to dance the way you used to dance than the way it is now." John said that one day when it rained, the classes at school had to stay inside and dance. His mother asked, " Did you dance?" and he replied, I didn't want to, but my teacher said I had to." "What did you do?" Mother asked. John said, "I told my teacher I would give him a quarter if he wouldn't make me, but he laughed and said I had to dance." After thinking a minute John said, "When I get to college, I am going to dance slow like you used to because it's much better when you're in love." He then said he likes the talks we have now because it included romance and all that stuff. "I gues that's because we're getting older, huh?" he said.

6. Monday 10:30 p.m.

John stayed home from school because he had a sore throat and his mother didn't want him out in the wet weather. At 10:30 John called to his mother, "Look out the window at all the rain and water." The water was up to the top of the curb, it had started to come into the garage, and it didn't look as though it would be stopping soon. John said, "Mom, you shouldn't go to school today, it's too bad. Just call your teacher and tell her it's raining too hard and that the roads are too dangerous. She'll understand." His mother replied, "If it is raining too hard at 1:00 when I have to leave, I won't go." "O.k." he said, "but I really don't think you should go."

7. Monday 4:30 p.m.

John was at home today because he didn't feel good and his mother left to go to school so he was alone. When she returned home, she asked "Who cut the grass?" When she went into the house, she commented on how nice the yard looked. She asked John, "How come you decided to cut the grass?" "It probably would have been better to wait until the grass was dry. Did you have any trouble?" John replied, "I didn't have any trouble and I just decided to get it done because the rest of the week is going to be busy." He said, "I was looking forward to doing my homework (the boy who was going to bring his work home got sick at school and had to go home), and I was bored to death and there wasn't anything on TV so I thought I would mow the grass." His mother asked him,"Was the mower easy to start?" He said, "It took a lot of work, but I checked everything and then tipped it back so gas would get into the engine and it started." His mother reminded him, "Be always super careful. He smiled and said, "You know I always am."

8. Monday 6:00 p.m.

John is helping his mother get dinner and is peeling potatoes when he says, "Mom, how would you like to be in the army and have it your job to peel potatoes?" His mother replies, "It would be better than cleaning toilets!" John says, "You mean they have to do that too?" His mother says, "They do." He replies, "How gross."

9. Tuesday 2:00 p.m.

John's mother picks him up from school because it is raining and he had stayed home from school the day before because of a sore throat. He gets into the car and says, "What a day, but I made up all of my work and the only homework I have is to memorize a poem." His mother tells him, "I think that is good because I would like you to go to bed early." He tells his mother that, "I want to go to bed early, I'm real tired." Then he says, "You know on my math, I just hurried through yesterday's work and I didn't think I even knew what I was doing. It was all that greater than and less than stuff. I just scribbled through it, but I got an A+." A couple of seconds later he says, "I guess I knew how to do it."

10. Tuesday 8:05 p.m.

Sally, Wayne and John are talking and goofing off in the living room. The boys get Sally down and sit on her and John says, "Tell me the name of your boyfriend." Sally says, "I don't have one." John says, "I know you do and it's a good thing you are going to be in high school next year when I come to junior high because I would tell everyone." Then Sally and John try to get Wayne to tell a secret that he has with one of his friends. Wayne won't tell and John keeps saying that he doesn't believe Wayne has a secret. Wayne says, "I don't care if you believe me or not." John comes over and talks to his mother. "If I keep saying that, it will get him to tell." Wayne doesn't tell his secret and John says, "I guess I will have to think of something else."

V. THE PHYSICAL CHILD

I. Interview

A. Please describe your pregnancy with John. Were there any unusual problems?

No, the pregnancy was normal.

B. Describe the baby at birth.

He was born in 1966 and weighed 7 lbs and 1/2 oz and was 20 1/2 inches in length. He was fed with a formula and weaned to whole milk at 3 months.

C. What childhood diseases has your child had? (Measles, mumps, chicken pox, german measles, whooping cough, etc.)

He had mumps and chicken pox.

D. Has your child had any serious medical illnesses?

No.

E. Does your child have any allergies?

No.

F. Has your child had any operations, or any serious injuries?

No.

G. Describe the baby's early years:

He was an alert, bright baby and liked to be with the rest of the family. At five months he objected noisily when a toy was taken from him. At six months he sat without support, and he walked with help at nine months. By 18 months he was toilet trained. At 18 months he pointed to nose or hair when he heard the words. The baby book comments on him were that between two and three years he spoke quite well and talked all of the time. He loved music and had a sense of rhythm. He liked to dance and keep time. He was easy to please with games and toys and liked to build with blocks. He was quite noisy when he played; he had a good time.

H. Please describe your child's physical condition.

There are really no problems. Our family history includes diabetes, heart trouble, hay fever, Anemia, and arthritis.

I. Please describe your child's physical characteristics.

John is of medium height and slender build. He is a very healthy child who exhibits an alert and interested manner. He is a child with a high energy level and he uses a great deal of energy in his play. His usual speed of movement is average toquick.

2. Large motor ability

John is well coordinated, has goodposture and his muscle tone is strong and firm. He is very agile for his age and is light on his feet. John enjoys many sports and is presently involved in soccer, track and field, and cross country running.

3. Small motor ability

John is also well coordinated in small muscle activity and feels relaxed when using crayons, paint, clay, and dough. He enjoys cooking and likes to chop, cut, trim and peel. When frying eggs, he has recently learned to flip them without the aid of a spatula.

VI. THE SOCIAL CHILD (see pages

VII. THE EMOTIONAL CHILD

1. INTRODUCTION:

The time sampling was conducted in order to give insight into John's emotional behavior. The goal of the time sampling was to observe John for twenty 5 minute time intervals. The observations were begun on March 10 at 2:55 in the afternoon and finished on March 11 at 7:10 in the morning and continued until there were 20 demonstrated emotional behaviors. This particular time sampling was somewhat restricted in that John's activities involved his soccer game, riding in a car, visiting a hospital, eating, riding in a car again, and attending his sister's soccer game.

TIME SAMPLING

EMOTIONS

TIME	LOVE	FRUSTRATION	JOY	ANGER	FEAR
PM					
2:55-3:00	x		x		
3:20-3:25			x		
4:40-4:45		x			
5:30-5:35		x		x	
5:50-5:55			x		
6:00-6:05		x		x	x
6:15-6:20	x		x		
AM					
7:10-7:15			x		
7:32-7:37		x		x	
10:05-10:10	x		x		
10:50-10:55		x			
11:15-11:20	x				
12:05-12:10		x			
12:25-12:30		x	x		
1:40-1:45	x				
1:46-1:53				x	
2:05-2:10	x				
2:20-2:25			x		x
2:40-2:45			x	x	
5:45-5:50	x		x		

Rank Order:

Joy:	10
Love:	7
Frustration:	7
Anger:	5
Fear:	2

CHART OF EMOTIONAL BEHAVIORS

Actual Behavior	Value Words Concerning Behavior	Feeling	Label
John rides on bike, yells hi, and waves. Gets off bike, puts arms around me and touches mouth.	Hugging and Kissing	Joy Happy	Affection
John tells me he is all ready for his game.	In uniform	Good Exhilarated	Excitement
Hands money to clerk in store.	Pays for CB	Joy Content	Happiness
Runs to me and tells me he has no wax.	No wax	Worry Nervous	Frustration
Twists hair, hand on hip.	0-0 score	Edgy Testy	Annoyance
Tells back line to move up.	Talk to each other	Helpless Letdown	Frustration
John scores goal.	All Right!	Joy Elation	Happiness
Penalty call on John's team. John slaps leg.	Oh no!	Irritated Displeasure	Anger
John immediately gets into position for penalty kick.	Direct penalty kick	Dreadful Anxious Nervous	Fear
Hands on hips, rocks back and forth	Ref tells players where to stand	Disgruntlement Ineffective	Frustration
Runs, yells, jumps, puts arms around other teammates	Whistle blows-end of game	Jubilant Elation Cheerful	Overjoyed
Arms go around me and he smiles.	Wow!	Good Approval	Affection
Smiles, jumps in air and yells.	We won!	Terrific Happy	Affection
Tells Wayne to hurry with food processor.	Hurry	Dissatisfied Annoyed	Impatience
Sits on sofa, watches TV.	Be quiet	Sullen Offended	Angry

Actual Behavior	Value Words Concerning Behavior	Feeling	Label
Sits in front seat, puts one hand on Mom, and one hand on Dad.	I get the front seat	Tenderness Attachment	Affection
Laughs, says how good it will be to see Grandma, Grandpa, and Aunt	Laughs	Joy Cheerful Excited	Happiness
Squirms, asks how much longer.	Asks questions	Tired Antsy	Frustration
Puts his arms around touching mouth.	Hugging and kissing	Warmth Love	Love
Talks, points, tells where restaurant might be.	Gives directions	Hungry Unfulfilled	Frustration
Smiles, gets out of car to enter restaurant	Smiling	Happy Content	Happiness
Rocks back and forth, sits down, waits for order.	Frowning	Hurried Hungry	Frustration
Puts his arms around and touches mouth.	Hugging and kissing	Caring Concern	Compassion
Walks out of room, tears in eyes.	Watery eyes	Resentment Hurt	Angry
Puts his arms around, touches mouth, says bye.	Hugging and kissing	Sentimental Close Love	Love
Says, "I hope you win.	Concern	Hopeful Optimistic	Encouragement
Raises up in seat, feet push on floor.	Frightful	Scared Aroused	Fear
Says, "I hope Sally is there."	Hopeful	Happy Hopeful	Fun
Says, "Wayne, stop it."	Stop it	Irritated Peeved	Angry
Laughs, opens car door for Sally	Laughing	Satisfied Cheerful	Happiness
Tells Sally to get in front seat, offers her a coat.	Concern	Warmhearted Fondness Caring	Affection

VIII. SUMMARY OF OBSERVATIONS

A. Play and the total child

John was first observed at his school in a soccer game that followed the lunch period. There were 18 boys on the field, 9 boys on each team.

John was the captain of his team and his position was the lone man in the backfield The observer was not familiar with the game, but it did not take too long to figure out that the position John was playing was a key position. He was the one to stop the other team from scoring; in other words, he was the last man his opponents had to get through. John seemed confident and sure of his ability to prevent the other team from scoring.

The game was exactly 10 minutes in length and John was intense the entire duration, as was evidenced by the twisting of his hair, rubbing his ear, and standing with hands on hips. He is a strong competitor and wants to win.

During the game, John traded positions with another boy. I think this indicates that John was more concerned with winning the game than with being the star of the game. He demonstrated an awareness of the feelings of others by trading positions when the other player indicated he would like to trade.

During the second observation that was done on John, he was engaged in wrestling with his brother. It was observed that even in the confines of his own home, John is still highly competitive. He enjoyed pinning Wayne down and laughed when he did it. When Wayne pinned John, John still laughed about it, possibly wanting Wayne to think that it didn't matter. Both boys are rough with each other, but they do not try to deliberately hurt each other. They laugh, become quite noisy, and have a lot of fun. John seems to give it his all because he is younger than Wayne. He might feel that he has to try harder because of the year's difference in age and size.

B. The Intellectual Child

The ten anecdotal notes on John were fun to take because it was almost possible to see the thinking process in action. I was able to see that John thinks there is a right way and a wrong way to accomplish tasks. The observations indicate that John is inquisitive, curious, and is able to reason. He also demonstrates an ability to elaborate on a situation and is a good conversationalist. I believe the observations show his originality and independent thinking. I also can see in the observations that John is able to problem solve.

C. The physical Child

John entered the world weighing 7 lbs 1/2 oz and was 20 and 1/2 inches long. Today at 11 years old, John is 4'10" and weighs 79 lbs. He had no health problems in infancy and has remained in excellent health to date.

John exhibits an alert and interested manner. He is a child with a high energy level and he uses a great deal of energy in his play. His usual speed of movement is average to quick.

John is a boy who enjoys the outdoors and is happiest when he is biking, hiking, climbing, fishing, running, digging, skating, swimming, snorkeling, skate boarding, working out with weights, or involved in any kind of athletic event. As stated before, John expends a great deal of energy when he plays, and although he plays hard, he is seldom hurt. He has never seen a doctor for any reason other than flu, colds, etc. In other words, he has never been injured during a physical activity.

His small muscle coordination is quite good and he seems to feel relaxed when working with paint, clay, and bread dough. He enjoys building with erector sets and such. In his free time, he likes to make charts, mazes, graphs, and schedules using a ruler.

John enjoys cooking and is usually given a free hand to prepare, cook, experiment, or create anything that appeals to him as long as food is not wasted. He often helps his mother in the kitchen and many times he prepares breakfast and/or lunch for other members in his family. He also enjoys baking. He is adept at chopping, cutting, peeling, etc., and has recently learned to crack an egg with one hand.

In my observation of John, it would be my opinion that John is above average in large and small muscle coordination.

D. The Emotional Child

Over-all, John appears to have his emotions in check with no peaks and valleys. The observation shows that he is stable and well balanced.

Basically, John is a happy boy and demonstrates this through his ability to laugh easily. He also smiles a good deal of the time. He exudes enthusiasm and seems to like to surround himself with happy associations.

John exhibits a tenderness and caring feeling for other people. He is open with his affections and does not appear to be embarrassed to hug and kiss relatives in public. He is verbal,

as well as demonstrative, in expressing feelings of love and affection. He shows a lot of compassion for an 11 year old boy.

John needs to acquire more patience in situations in which he has no control. There may be some perfectionist tendencies in John which cause him frustration. He expects a lot of himself as well as others; e.g., in a soccer game, he expects that all of his team mates will do their best, just as he does. He seems to prefer that everything be mapped out; however, he is flexible, but he needs to know why.

John becomes angry and hurt when he is not allowed, by rules, to participate in activities or events because he is too young. Sometimes he shows anger when he is interrupted while speaking. He also becomes angry if he thinks he is wrongly corrected; e.g. he is corrected for a wrong doing, but he thinks his brother should have been corrected. John wants to please and he gets angry with himself wher he thinks he has let someone down.

John does not show too much fear. Perhaps this is because he is relatively cautious. He was scared when he saw two cars almost hit each other on the freeway. I did not observe him in a really frightening situation; therefore, I think more observations could be done regarding fear.

John, in my opinion, does not attempt to conceal his emotions. He is open with his feelings and believes this is okay.

E. The Social Child (see page in notebook)

IX. HYPOTHESIS:

John shows selected, early developmental characteristics associated with leadership potential.

X. REVIEW OF SELECTED REFERENCES:

A brief review of the literature indicates that the development of leadership potential may begin in early childhood. The following excerpts are representative.

Studies done on "pupil leadership" have indicated a number of outstanding features. According to Klausmeier and Goodwin (1966), one criterion for judging leadership is "acceptance by others." According to these authors, "Behavior most common to highly accepted young children is conforming more to classroom requirements and expectations, abiding more by the teacher's definition of appropriate behavior in the situation, smiling more frequently, engaging more frequently in some form of cooperative voluntary group activity, making more voluntary contributions to the group, and spending less time

alone during free play or activity periods". (Klausmeier and Goodwin, 1966, p. 22). Achievement oriented elementary school children and those children of higher intelligence seem to be more accepted than those of lower achievement and intelligence. In addition, leadership in groups is partially based upon being known favorably and also being helpful to group members.

It would appear that leadership qualities displayed by children also have a relationship to the psychological climate of the home. According to Katherine A. Miles (Lindgren,1956), parents of successful leaders show different attitudes from parents of other groups of children. Specifically, these parents are less inclined to protect children from the normal risks of life or shield them from normal responsibilities or prevent them from developing an adequate degree of independence. They also tend to be less restrictive in the degree of control which they exercise over the child. Much more freedom is granted these children in making decisions, using judgment, and experimenting in new situations. The individual personality is given far more respect.

XI. INSTRUMENTATION:

Tests utilized to test the above hypothesis included the following:

A. Peabody Picture Vocabulary Test (PPVT): An untimed test of language based on word knowledge. Approximately 10 to 15 minutes are usually necessary to give this instrument. The scale is administered only over the critical range of items for a particular child. According to the author, "The administration of the Peabody Picture Vocabulary Test (PPVT) requires no special preparation other than complete familiarity with the test materials, including practice in giving the instrument prior to its use as a standardized measure."

B. Wide Range Achievement Test (WRAT): A test of basic school subjects of reading (word recognition and pronunciation), written spelling, and arithmetic computation. It has been described as "...an adjunct to tests of intelligence and behavior adjustment." The three subtests are:

1. Reading: recognizing and naming letters and words.

2. Spelling: copying marks, writing his/her name, and writing words to dictation.

3. Arithmetic: counting, reading numbers, solving oral problems, and performing written computations.

C. Draw-A-Man/Woman Test: A measure of intellectual maturity based upon human figure drawing. In addition, aspects of affect and attitude may be revealed in the individual's drawings. This is an expression of the "Projective hypothesis."

D. Kinetic Family Drawing: A measure of affect and attitude based upon a drawing of the child's/adolescent's family involved in some activity.

E. "Strictly About Myself": A personality questionnaire utilizing written or verbal responses to specific questions about self.

F. "Three Wishes" Technique: Written or verbal responses to question, "If you could have three wishes, what would you wish for?"

G. Incomplete Sentences: Written or verbal responses to incomplete sentence stems; often used as a projective technique.

H. Child Interview and Observation Summary Form

XII. TEST RESULTS:

Analysis of test results will proceed from a consideration of the following leadership characteristics: conformity, cooperative group activity, affect, time spent with others, school achievement, intelligence, risk taking, responsibility taking, independence in decision making, and experimentation.

Examples of:

A. Conformity:

Fighting "makes Mom nervous."

What makes Mother and Dad mad the easiest? "When I don't do what I'm supposed to."

How do you feel about talking back to your Mom and Dad? "Bad."

B. Cooperative Group Activity:

What I like best about my home and family "is we do things together."

Most of the time "I play soccer."

I wish "our team would come in first."

On the playground, "we play."

What kinds of things do you play at recess time? "Kick ball, Steal the Flag."

General Behavior Rating Scale: usually cooperative with others, accepts others, and is accepted by others.

C. Affect:

Draw-A-Man: smiling face.

Kinetic Family Drawing: smiling faces on all figures.

Sometimes "I argue with my brother."

My home "is happy."

Children are "sometimes neat."

D. Time Spent with Others:

What I like best about my home and family "is we do things together."

I like "to play soccer."

Most of the time "I play soccer."

What would you like to do with your Mother? "Cook, go shopping."

What would you like to do with your Father? "Run, go out to eat."

E. School Achievement:

Self-Concept Rating Scale: believes he is succeeding in school.

Self-Concept Rating Scale: has many skills, talents and abilities.

My best qualities are "good grades."

F. Intelligence:

In the lower grades, "I was smart."

General Behavior Rating Scale: average inventiveness.

Draw-A-Man: average intelligence.

Language Reception Test: Average Intelligence.

G. Risk Taking:

I am happiest "when I win things."

General Behavior Rating Scale: reflects confidence and sureness.

Self-Concept Rating Scale: likes himself.

Self-Concept Rating Scale: takes credit for accomplishments and responsibility for failures.

H. Responsibility Taking:

General Behavior Rating Scale: self-starting and self-directing.

Self-Concept Rating Scale: takes credit for accomplishments and responsibility for failures.

What do your Mother and Dad ask you to do around the house? "Yard work, take out the garbage, clean garage, keep room clean."

I. Independence in Decision Making:

My most pronounced fault is "stubbornness."

General Behavior Rating Scale: more independent.

If you could be anything you wanted, what would you like to be? "I would like to be lots of people."

J. Experimentation:

General Behavior Rating Scale: more flexible and open, more confident and sure, more persistent, self starting, and self directing.

XIII. RECOMMENDATIONS:

As determined from the test results, John does appear to have leadership potential. In order to extend those characteristics, the following recommendations are made:

A. Continue to encourage his involvement in situations in which he will derive success.

B. Be supportive of new endeavors such as in problem solving.

C. Have his father include him in tasks related to household maintenance to build up his feelings of accomplishment.

D. To reinforce leadership potential, caution John regarding the manner he uses in criticizing peers on the soccer field.

E. Continue to reinforce best achievement effort in school.

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Draw-A-Person
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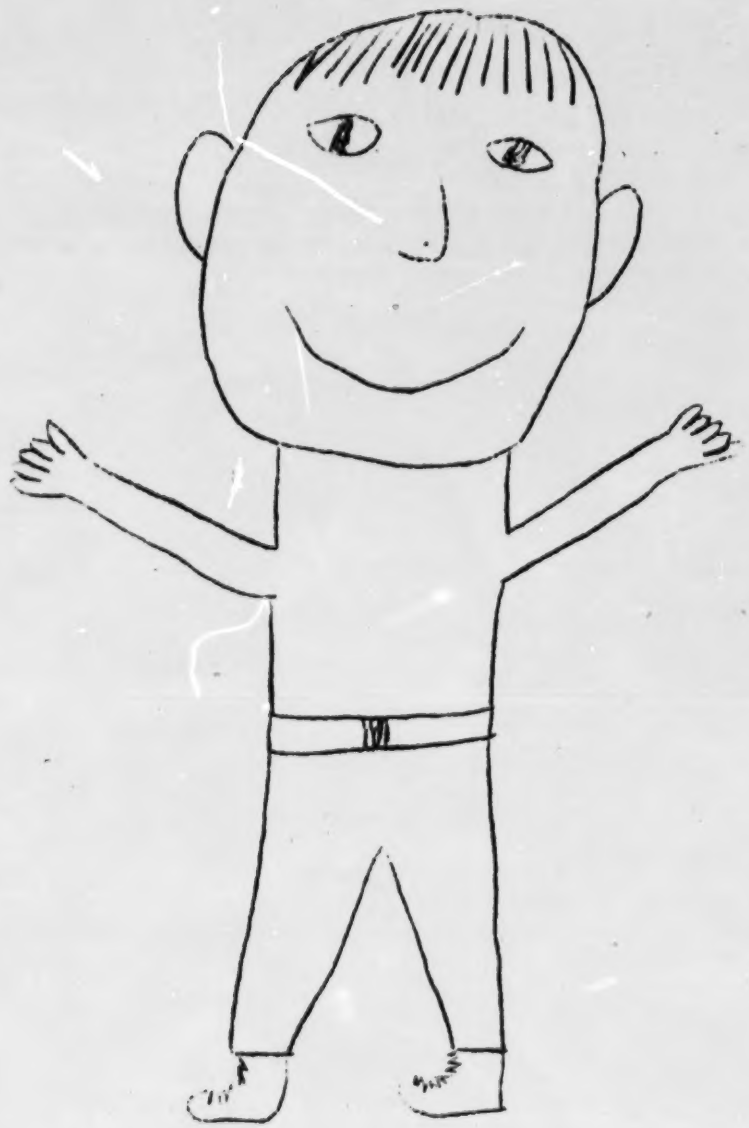


Boy by: John

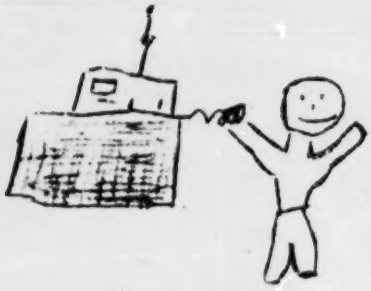
11 yrs.
Happy
Play soccer, go to Disneyland, ride horses, run, doesn't like school.

88 Standard Score

Sister

Brother

Father



Self

Mother

by: John

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